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The Teacher and His Work.

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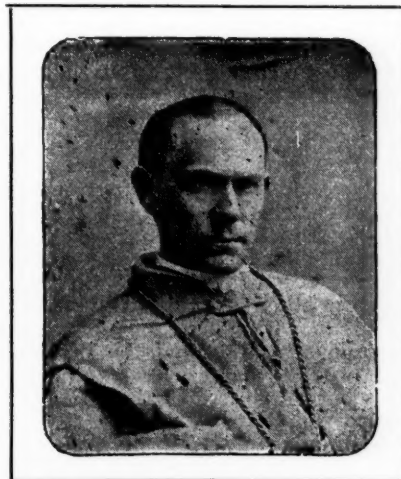
BISHOP OF THE DIOCESE OF PEORIA, ILL.

"The proof of a person's having knowledge is the ability to teach; and for this reason we consider Art rather than Experience to be a science, for artists can, whereas handicraftsmen can not, convey instruction."—Aristotle.

As language is but a dictionary of faded metaphors, in all discourse we necessarily employ figurative speech. Thus where there is a question of education we liken the mind to the body, and say that it must be fed and nourished, or to a plant and say that it grows when rightly environed, or to an animal and say that it becomes strong through exercise; or we compare it to an edifice, and say that it must be constructed according to plans and method, on solid foundations and with proper materials. The teacher consequently is one who feeds the mind and gives it due nurture, who clears away the weeds, loosens the soil, and lets in warmth and light, who incites it to self-activity, who shapes and builds it through knowledge and discipline into a perfect structure.

TEACHER, EDUCATOR, SCHOOL.

Teach is derived from the same root as *token*, and its primitive meaning is to show, to make plain. It is found, with this signification, in Latin, Greek and Sanscrit. Instead of *teacher*, the Germans say *lehrer*, which has the same origin as our word, *learner*. To learn means, if we look at its etymology, to go over, to repeat, and it brings out the law and secret of mental progress, which is repetition, the attacking of the object of knowledge again and again until it is overcome and subdued to our use and purpose. The Greek word, *pedagogue*, is simply one who leads the boy to and from school. In Greece he was a slave, and his office came to be associated with his servile condition. In the Latin *magister* we have our *master*, schoolmaster, meaning one who is greater, superior, having and exercising authority. An educator is a developer, one who promotes the process whereby the latent powers of the mind are unfolded and transformed, as the seed is unfolded and becomes a tree, the leaf is unfolded and becomes a flower. The school itself is a place where leisure is given, opportunity to exercise and strengthen one's spiritual being. The school, it is plain, is not the only or the chief instrument of education. The cardinal institutions by which human life is shaped and transformed are the family, civil society, the state and the church. The school cannot take their place, its sphere and functions being to assist in carrying on the work which they perform. The teacher's business is to fashion the material they supply, and his task is made easy in proportion to the thoroughness with which these cardinal institutions fulfill their mission. The unthinking expect too much of the school, and dwell upon its failure, when the fault



lies in the home, the social environment, or in the lack of endowment in the young. Children are susceptible to every kind of influence, and they are formed or deformed by all that they see and hear. A complete history of education, indeed, would be a complete history of man.

TEACHERS MUST HAVE FAITH.

Nevertheless the wise take an exalted view of the worth of the teacher's work, and no one can be a true teacher who has not a living and enthusiastic faith in the power of the school to transform human life. In every sphere of activity we do well and gladly only what we believe in and genuinely love. We may not dispel a noble illusion, for it is not only a source of strength and joy, but it may bring us nearer than our formulas and dry facts to the heart of truth. The hopes a mother cherishes for her child may never be realized, but how much worse for her and for him would it not be had she none of the heavenly dreams which the love-inspired imagination evokes to make life fair and fragrant. The best education often fails; the greatest men make themselves great, while the inferior remain what they are in spite of the wisest and most persistent efforts to raise them to higher planes; but let not the teacher dwell on such considerations, lest he lose courage and joy in his work, and consequently the power to educate.

HARDSHIPS OF TEACHING.

His vocation is full of difficulty and hardship. His work is poorly paid, his merit little recognized, the good he does imperfectly appreciated. He meets with criticism, censure, indifference and ingratitude. He is made to bear the sins of parents and the corruptions of society. The ignorant take

the liberty to instruct him, and they who care nothing at all for education are interested when he is to be found fault with. The results of his labors are remote and uncertain, and even those whom he has most helped hardly think it necessary to be thankful. But they who know how to do their work and love it are not impressed by considerations whose tendency is to discourage. They have faith in what they do and the attitude of others towards it and themselves, is beside the question.

EDUCATION AND THE HIGHER LIFE.

After all, in our own age and country, a higher value is placed on the teacher and his work than ever before or elsewhere. Our noblest passion is for human welfare and perfection, and those by whom it is most strongly felt know that education is one of the chief means by which it is possible to develop a purer and richer life. Hence the family, civil society, the state and the church are all brought into sympathetic co-operation with the school. Teaching has become a profession, and the body of teachers, conscious of the general approval, are impelled to acquire greater knowledge and skill, and, in consequence, they exercise an ever-increasing influence in molding public opinion and in shaping the destiny of the nation. They stand aloof from religious controversy and from the strife of political parties, and are drawn more and more to give all their thought and energy to create schools which shall give the best education, which shall most thoroughly develop, strengthen, illumine and purify man's whole being. To do this, two things, above all others, are indispensable; to strengthen and enlighten faith in the surpassing worth of education, not merely as a means to common success, but as an end in itself; and then to induce the wisest and noblest men and women to engage in the work of teaching.

THE UPLIFTERS OF MANKIND.

They do most important work who help greater and greater numbers to understand and love the ideal of human perfection, and to believe in education for the transformation it is capable of working in man himself. Right education certainly equips for the struggle for existence, for the race for wealth and place, but it also does better things. It makes us capable of higher life, of purer pleasures, of more perfect freedom. It is the key which opens for each one the secrets of God's marvelous universe; it is the password which insures admission to the ever interesting and delightful world of best human thought and achievement, making the noblest and wisest who have lived or are now living, our familiar and intimate acquaintances. It may teach us how to gain a livelihood, but what is vastly more important, it may help us to the wisdom which shows how to live.

THE HIGHEST OF ARTS.

The more this truer ideal prevails, the more will the best men and women feel drawn to devote themselves to the work of teaching, for they will feel that they are not taking up a trade, but are devoting themselves to the highest art, the art of fashioning immortal souls in the light of the ideals of truth, goodness and beauty.

A Course of Study for Parochial Schools.

BY AN EXPERIENCED CATHOLIC TEACHER.

[The outline here begun is based upon a little work of the Rosary Publication Co., that has met with much approval. It will be found especially strong in suggestive value. In presenting the course the following divisions are adhered to: First Primary Dept., First and Second Grades; Second Primary Dept., Third and Fourth Grades. Next month we shall cover the Grammar Dept.—Fifth, Sixth, Seventh and Eight Grades.]

In the preparation of this course various standard educational works have been consulted, the courses of study of the principle schools of the most important cities of five states have been carefully considered, with a view to selecting the best of their contents, and an earnest endeavor has been made to keep in view the varied needs of our parochial schools, in accordance with the requirements of their special localities.

Though no claim is made that this course will meet every difficulty, or cover every requirement, yet we believe that it is adapted, in a general way to the establishment of a much-needed uniformity among our parochial schools, wherever they may exist, and that its use will be found beneficial alike to teachers and pupils.

Even in schools where the grading, as here arranged cannot be followed, its suggestions, as to methods, will be found helpful.

FIRST PRIMARY DEPARTMENT.

FIRST GRADE.

1. *Christian Doctrine*—Oral lessons. Prayers. Simple questions.
2. *Reading*—First Reader and Chart. Methods—Alphabetic, Word and Sentence Methods.
3. *Spelling*—Words from Readers and from daily use. Methods—By sound and by letters. Oral and printed.
4. *Writing*—In connection with reading and spelling. Methods—Blackboard and slate exercises.
5. *Language*—Sentences reproduced in writing from Readers and from daily task.—Methods—Object lessons on animals; given in conversational form; pupils' expressions corrected.
6. *Numbers*—Combinations from 1 to 10. Write to 100. Methods—See John Swett's "Method of Teaching."
7. *Drawing*—To be covered later.

SUGGESTIONS FOR TEACHER.

READING.

1. That the child may recognize at sight the written and printed forms of the words in his vocabulary, and to pronounce them readily as wholes.
2. To write single words, and to combine them into easy sentences.
3. To separate words into their elementary sounds, to combine sounds into words, and to learn the characters representing these sounds.

4. To represent these sounds by diacritical marks, and to render the child proficient in understanding their meaning and use.

5. To train him, by means of oral and written language lessons, in the proper use of his vocabulary.

Methods—Teach by the word and phonic methods. Train the pupil to recognize both the printed and the written forms. The words *a* and *the* should be pronounced as though a part of the succeeding word. Phrases should be pronounced almost as single words. Require the pupils to memorize choice quotations. Have frequent reviews.

The Blackboard—Make an extensive use of the blackboard for various exercises to furnish the pupils with busy work. Give frequent exercises on the correct forms of the letters *i*, *n* and *o*. These letters contain the elementary principles of writing.

Phonics—Train the child from the first to distinguish sounds, and to observe that words are made up of several sounds. Patient and frequent drill is the secret of success in this important exercise. About the fifth month begin to represent the sounds with marks, and to cancel silent letters.

LANGUAGE.

All language work for the first two years should be done in connection with the reader. Lead the children to speak of the objects that they observe, and correct their expressions. Drill on the common use of the words *I* and *O*; also the use of the terminal marks. Be clear, brief, and correct in expression; animated and vigilant in manner.

SPELLING.

As soon as possible have the spelling done in writing, as well as orally. Oral spelling should be done both by letter and by sound.

Be brief in giving object lessons to this grade. Express the ideas in short sentences, and require the child to reproduce these on slate or paper, as an exercise in spelling, as well as language.

NUMBER WORK.

Limit—Combinations and separations of numbers from 1 to 10. "Build up" and "tear down" by 2's, 5's, 10's, etc. Use objects and pictures for exercises in counting, and give special attention to the grouping of objects in 2's, 3's, etc. Use columns—increased, decreased, and multiplied, as, 2 and 5:—Sum, 7; difference, 3; product, 10.

Busy Work—Have objects drawn on the blackboard, to be reproduced by pupils on the slate. Be extremely careful not to permit the pupils to add by counting on the fingers, or making strokes on the slate. All grouping should be done mentally.

SECOND GRADE.

1. **Christian Doctrine**—First two chapters of catechism. Oral lessons on good conduct.

2. **Reading**—Second Reader. Weekly drill in sight reading.

3. **Spelling**—From Reader. Oral, by sound and by letter. *Written*, with the easier diacritical marks expressed.

4. **Writing**—Copy Book, No. 1. "Normal Review System," or "Vertical System."

5. **Language**—Sentences describing pictures. Correction of errors in pupils' expressions.

6. **Numbers**—Combinations from 1 to 20. Write to 1,000.

7. **Object Lessons**—On plants and animals.

SUGGESTIONS FOR TEACHER.

READING, SPELLING AND DICTATION.

The closing exercise of the reading class each day should be a drill on the lesson assigned for the following day. Be sure that the class understand thoroughly how to prepare the lesson. The child must be taught how to study, otherwise he will be idle.

For spelling, give the new words that occur in the second reader.

Drill on syllabication and accent, also the sounds in a syllable. Require slate exercises, prepared at desk, in connection with both reading and spelling. Make dictation a prominent and practical exercise.

LANGUAGE.

Require pupils to reproduce stories and descriptions, orally and in writing.

Drill on the singular and the plural forms of familiar nouns; also on the use of *a* and *an*, *was* and *were*, *has* and *have*, *seen* and *saw*, etc. Teach the use of capitals, of terminal marks, and of the comma in a series and after a direct address. Drill on spelling of the homonyms *blew*, *blue*; *two*, *to*, *too*; *hear*, *here*; *know*, *no*, etc.

Have the pupils prepare, at desk, from reader, a list of nouns, and other parts of speech, etc., also short original sentences. Children in primary grades are not capable of much application to real study, hence the importance of all sorts of inventions for keeping them busy at something in connection with their grade work.

NUMBER WORK.

Drill as in preceding grade. Read and write numbers to 1,000. Teach, orally, tables of U. S. Money, Dry and Liquid Measure; also the number of things in a dozen, inches in a foot, feet in a yard, and the fractional parts growing out of these. Roman notation to C. United States coins. How to make change below 50 cents. Draw your examples from every-day life. Assign Arabic numbers to be written in Roman numerals, and *vice versa*, not exceeding 100.

Have drills on tabulated work, as—

1 quart = 2 pints.	1 gallon = 4 quarts.
2 quarts = 4 pints.	2 gallons = 8 quarts.
3 quarts = 6 pints.	$\frac{1}{2}$ gallon = 2 quarts.
$\frac{1}{2}$ quart = 1 pint.	$\frac{1}{4}$ gallon = 1 quart.

SECOND PRIMARY DEPARTMENT.

THIRD GRADE.

Text-Books—Catechism, Third Reader, Language Book, Primary Arithmetic, Copy Book Nos. 1 and 2.

Oral Lessons—Geography. "Things Familiar."

SUGGESTIONS FOR TEACHER.

READING AND SPELLING.

First Term—Second Reader. Second term—Third Reader. Teach the pupil to read intelligently. Drill on prefixes and suffixes. Give special attention to articulation, pronunciation, and the diacritical marks. Begin the culture of

the voice in reading. Require slate exercises prepared at desk. Do not make a hobby of discarding the spelling book, but use it with discretion. Use both the alphabetic and phonic methods in spelling. Proper nouns in frequent use should be included in the spelling lesson.

LANGUAGE.

First Term—Begin the use of a book. Develop the idea of the sentence, and its kinds. Drill on the use of verbs, particularly *is* and *are*, *was* and *were*, etc.; also on the use of *this* and *that*, *these* and *those*. Give frequent exercises in the use of common abbreviations. Make a constant use of the reader in connection with the language lessons in all grades.

Second Term—Drill on the various changes in the form of verbs for time, person, and number. Introduce the possessive form of nouns, and develop the idea of ownership. Teach the use of the apostrophe and of quotation marks. Multiply methods for training pupils in the oral use of good language. Continue the drill on homonyms.

ARITHMETIC.

The leading purpose in this grade is to make the pupil skillful in the mechanical operations, and to enable him to apply his knowledge of arithmetic to the affairs of every-day life. The work to be done includes the reading and writing of numbers not exceeding three periods. Require brief definitions of all the terms connected with the examples done. Multipliers and divisors must not exceed the number 12. Oral work must be limited to numbers below 100, and must include the tables of weights, measures, and U. S. money; also their applications. Make oral expressions as brief as is consistent with clearness. No rules are to be learned. Give the pupils frequent practice in reading examples aloud from the open book. To secure a correct image of the written numbers in the child's mind, give frequent oral exercises like the following:

Teacher—"Three hundred and seven." Pupil—"Three, naught, seven." Teacher—"Four, six, nine." Pupil—"Four hundred and sixty-nine." To secure speed and accuracy, drill frequently on the forty-five combinations of the nine digits.

ORAL GEOGRAPHY.

In giving oral instruction appeal to the senses of the child; have the real objects or their pictures to show him.

First Term—Present the idea of Time, Place, Direction and Distance.

The Idea of Time—Long days and short nights, or *vice versa*. When? Why? Natural day, civil day, year, month, day, minutes, seconds; birth-days, holidays and holydays. Dates of events.

Place—The terms right, left, front, back, over, under, etc. Point to top, bottom, right, left, and centre of maps, etc.

Directions—Rising and setting sun, noon, east, west, etc. Lines in the room; edges of desks; cracks in the floor; boundary lines of various subjects. Direction of wind. How the sun gets back to the east every twenty-four hours.

Distance—Compare length of objects. Guess lengths, and then measure, using foot and yard for standard. Drill repeatedly on this training of the eye in measuring distances.

Second Term—Climate, Vegetation, Exports and Imports.

Climate—Hot, cold, temperate; wet, dry, damp; healthy, unhealthy; how it varies in different localities; why.

Vegetation—Trees, plants, etc.; grains, fruits, vegetables, etc.; parts and growth of these; locations, use, etc.

Exports and Imports—Familiar household objects; distinguish those that grow in our own country and those that come from other countries, without naming the latter.

Animals—Wild and domestic; peculiarities and habits; use and benefit.

Minerals—Have specimens of common stones, quartz, etc; marble, coal, etc.; ores and metals. Use and benefit.

Occupations—Professions and trades; laborers and farmers. Social conditions—Civilized, uncivilized, savage, etc.

Treat the subject with all justice, but do not go beyond the pupils' capacity. Require complete, well-expressed answers when reviewing these subjects.

Occasionally have drills on the map of the United States, showing the locations of the objects about which you have talked. Be very animated when giving an oral lesson; show that you are interested yourself, and your pupils will be interested.

FOURTH GRADE.

Text-Books—Fourth Reader, Spelling, Elementary Arithmetic, Higher Book in Language Lessons, Elementary Geography and Catechism, Copy Book No. 3.

Oral Lessons—"Things Familiar." Polite Conduct.

SUGGESTIONS FOR TEACHERS.

READING.

Third Reader. Follow former directions. Short lessons thoroughly learned. Accent, emphasis, and inflection are to be carefully taught in this grade. Require a certain number of words to be looked for in the dictionary, then written, marked and defined. Teach the meaning of the easier prefixes and suffixes. Require the pupils to memorize lines and stanzas of poetry.

LANGUAGE.

Follow former directions, but make the exercises more difficult. Require many original sentences presenting the various difficulties in the use of the verb. Drill on the use of *lie* and *lay*; *sit* and *set*; *raise* and *rise*; *teach* and *learn*. Teach the pupil to recognize the principal elements of a sentence. Require short compositions on easy subjects.

First Term—Drill on forms of verbs; on the adjective, its classes, degrees, and use; on the case of personal pronouns. Teach the use of *who*, *which*, *what*, and *that*; of *each*, *every*, *either* and *neither*, and of *a*, *an*, and *the*.

Second Term—Require a number of original sentences daily showing the use of the various parts of speech, and displaying the knowledge attained during previous term.

Drill on the adverb, conjunction and preposition. Punctuation continued. Reader used for daily exercises in language. Drills on the correct use of *guess*, *expect*, *suspect*; *can*, *may*; *ought*, *better*; *nice*, *splendid*; *awful*, *dreadful*; *shall*, *will*; *like*, *love*; *stop*, *stay*, etc.

Begin to teach letter writing, illustrating headings, superscriptions, etc., on the blackboard.

ARITHMETIC.

First Term—Begin use of book. In Notation and Numeration, drill on the names of orders and periods. Write numbers in both figures and words. Teach the four processes requiring the terms sum, minuend, subtrahend, etc., to be written in the proper place. Explanations should be given by the individual, and then by the class in concert. Give careful drill on the fractional idea of division.

Second Term—Factoring and Reduction of Fractions. Drill on the aliquot parts of 100. Addition and subtraction of fractions with denominators less than 12. Easy oral work. Finish fractions and take decimals, limited to three places. Oral Drill—Teacher: "Point, two, four." Pupil: "Twenty-four hundredths," and *vice versa*. In United States money use, for this grade, multipliers and divisors less than 12.

GEOGRAPHY.

First Year—The pupils in this grade should have a text-book, and before studying it, should be taught to read it, even the map questions. Have concert drills on names difficult to pronounce; persevere in using such drills.

Pictures, maps, and charts, together with marginal explanations, should be carefully considered.

1st Month—Study the earth as a whole. Use globe and map to show,—revolutions of the earth, the zones and their characteristics, general divisions of land and water, hemispheres, grand divisions, and general map questions.

2nd Month—North America, by reading text, and using map. Review by tabulation. The United States, as a whole.

Be Animated—Do not look on the book during the lesson; train the children to be independent of the book, in expressing themselves. A geography review should be an excellent language lesson. Have pupils write letters in which they describe imaginary journeys, and take note of remarkable scenery, or historical associations.

The United States, taken as a whole, was studied during the oral lessons in the preceding grade; take sections for study, in this grade.

3d Month—New England States—Bays, Capes, Mountains, Peaks, Rivers, Lakes, Cities, Islands.

4th Month—Middle Atlantic States. Black-board forms. Outlines.

5th Month—Southern States. Point out localities connected with Civil War.

6th Month—North Central States.

7th Month—Pacific States, and the Territories.

8th Month—Dominion of Canada, Alaska, Mexico, Central America, West Indies, Greenland, Iceland.

Map Questions—Drill pupils to point out places readily on the map. Require them to memorize a few of the most important answers to map questions, and to learn others by frequent concert drill. See that some important fact, historical or otherwise, is associated with each place learned. Note locations where there are colleges, mills, factories, arsenals, mints, tunnels, great bridges, water power, fine scenery, etc. Do not cumber the memory with names and locations that have

no special idea connected with them. We must take advance lessons of course, but *reviews* and *repetitions* are the true source of permanent knowledge.

Second Year. 1st Month—Keep to methods used in preceding grades. **SUBJECT**—Map of Europe. **2d Month**—Europe, Description. **3d Month**—Asia. **4th Month**—Africa and Oceania. **5th Month**—Review first half of Elementary Geography. **6th Month**—Review second half of Elementary Geography. **REMAINING MONTHS**—Use the Geographical Reader, referring to text-books and maps for information connected with subject under consideration in the reader. Drill on globe:—Revolutions of the earth, and consequences. Hour circles, etc., Zones, etc.

REFERENCE BOOKS IN GEOGRAPHY FOR PRIMARY DEPARTMENT.

The following books will afford valuable aid to teachers: Scribner's and Johnnot's *Geographical Readers*: Miss Andrew's "Each and All" and "Seven little Sisters;" "Little Folks in Feathers and Furs," by Emily Thorne Miller; Miss Kirby's "Corner Cupboard," "Children's Fairy Geography;" Prime's "Around the World;" De Verne's "Wonders of Vegetation;" Brown's "Manual of Commerce;" "Spectacles for Young Eyes," by Lande; "Four Feet, Two Feet, and No Feet."

(TO BE CONTINUED)

Education by the Yard.

[By way of postscript to the foregoing article, we are constrained to add the following familiar little verse. It has both wit and wisdom, and hits exactly a certain system of education:]

"Ram it in, cram it in,
Children's heads are hollow;
Slam it in, jam it in,
Still there's more to follow;
Hygiene, history,
Astronomic mystery,
Latin etymology,
Botany, geometry,
Greek and trigonometry;
Ram it in, cram it in,
Children's heads are hollow.

"Rap it in, tap it in;
What are teachers paid for?
Bang it in, slam it in;
What are children made for?
Ancient archaeology,
Aryan philology,
Prosody, zoology,
Physics, climatology,
Calculus and mathematics,
Rhetoric and hydrostatics;
Load it in, coax it in,
Children's heads are hollow.

"Scold it in, mould it in,
All that they can swallow;
Fold it in, hold it in,
Still there's more to follow.

GOOD WISHES FOR THE JOURNAL.

"The work which you are about to undertake is very important and necessary. * * * With best wishes, etc.,"
Rt. Rev. Monsignor CONATY.

"I hope that the JOURNAL will be born under bright skies and happy auspices, and with God's blessing and the Church's endorsement live to a renowned old age."

Rev. L. S. WALSH, Boston, Mass.

"Your new journal has my best wishes for success."

Rev. T. J. O'BRIEN, Brooklyn, N. Y.

Catholic High School Movement= A Stimulus for Parochial Schools.

BY REV. JAMES A. BURNS, C. S. C.

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One of the most interesting features of parochial school growth in recent years is the tendency to project the parochial school beyond what has hitherto been regarded as its proper limits. This is seen in the rapid multiplication of high schools attached to parochial schools. These high schools consist of one or more grades of secondary work, serving as a sort of appendix to the ordinary work of the school. In his last annual report, the Commissioner of Education gives fifty-three Catholic schools of this class, with an attendance of 646 boys and 1342 girls, of secondary grade. But the list is far from exhaustive. There are many other schools of this kind scattered over the country, which are not included in this enumeration, and the number is increasing very rapidly. The total number of secondary pupils in these high schools is not at present large, but the movement is interesting and important, as instancing an increasing popular demand for more than elementary education, and as pointing the way to a possible solution of problems of Catholic secondary education.

A NEEDED STIMULUS FOR PAROCHIAL SCHOOLS.

There is probably nothing that the parochial school stands so much in need of at the present time, as the stimulus that would come from affiliation with a superior school. The impetus given to parochial school education by the Third Plenary Council of Baltimore has, to a great extent, subsided, and there is evident in many quarters a growing spirit of indifference. The number of pupils, which increased very rapidly in the years immediately following the promulgation of the Decrees of the Council, is still less than one-half of the normal, and in the last half dozen years, as the tables of the Catholic Directory prove, the increase in parochial school attendance has not kept pace with the increase of the Catholic population.

PRESENT DEFECTS IN OUR SCHOOLS.

Nor have the expected results everywhere followed from the general adoption of the elaborate scheme of examination and supervision devised by the Council. The practical difficulties in the way of the efficient enforcement of the plan are enormous, and although a great deal of progress has been made in some dioceses, in many others things run on much the same as before the examining

boards and committees were appointed. In many places the parochial schools are still deplorably in need of definite and regular grading. There is much confusion in the matter of text books, preventing any approach to a common standard of grades.

Many of the religious orders have their own series of text-books, and in the larger cities, where the religious orders often work side by side, the variety of text-books is a frequent source of trouble and expense. The influence of a Catholic high school, with which all the parochial schools of a city would be affiliated, would tend to eliminate these and similar defects. Setting the standard of a definite quantity and quality of work for all the schools, school grading and substantial uniformity in grades and text-books would follow as a matter of course. Above all, the Catholic high school will benefit the parochial school by strengthening and elevating its tone, by awakening a sense of healthful ambition and rivalry in both pupil and teacher. Experienced parochial school teachers with whom I have discussed the matter, assure me that it is this lack of tone that constitutes the most deadening and difficult evil they have to contend against. A boy who is ambitious to go to the high school will do better work, as a rule, than one who is not; and parochial school teachers will find in the establishment of Catholic high schools, the most effective remedy for disinclination to home study. The annual entrance examination for the high school would become a test of the strength and competitive standing of the various schools, and would spur the teachers on to the best possible work in their respective spheres.

THE HIGH SCHOOL A NECESSITY.

The Catholic high school is the immediate practical need in the Catholic educational system. It is needed for the parochial school. It is needed for the college. It is needed as the connecting link between school and college. It is because of this, that this new movement in the parochial schools deserves the attention of all who have at heart the interests of Catholic education. The movement is bright with possibilities, for the secondary schools of this class, however open to criticism they may be in some respects at present, constitute a firm, forward step in the work of bridging over the gap that now separates Catholic higher education from the parochial schools.

SCHOOLROOM WORK

METHODS • AIDS • DEVICES



LANGUAGE AND READING

Methods of Teaching Literature in the Grades

W. D. LEWIS, PRIN. PRESCOTT SCHOOL, SYRACUSE, N. Y.

The first difficulty to be encountered in giving literature its proper place in the grades is the alleged crowded condition of the course of study. The diminished amount of number work required in the primary grades opens the way for larger emphasis upon instruction both in the mechanical process of reading and in literary work. It is possible that the work in number can be somewhat further lightened in the fourth and fifth grades without loss of strength to the arithmetic course as a whole. The recent changes in the courses in physical culture and drawing will bring a gain in time and energy both to teacher and to pupils. These changes and other modifications of the course of study should make it possible to carry reading, and with it literature, thru the last two years, instead of ending in the sixth grade as at present. I believe that more than a corresponding benefit would thus be realized in the better understanding with which pupils would study the regular lessons. It should be noted that no material addition to the course would be made, except in the seventh and the first half of the eighth years. In the last half of the eighth grade the Regents already require nearly as much of this work as is here outlined, while many schools are doing in the first six grades almost as much reading as is here prescribed. It must be remembered, moreover, that in all the grades the literature would dispose of much of the language work.

The second great difficulty is that our teachers are not prepared to teach literature. Neither were they ten years ago prepared to teach music, and, as then, they need professional guidance. The fault, however, can be partly amended for the future by giving to the members of the teachers' class in the High School such instruction in literature generally, and in juvenile literature particularly, as will fit them for the work. Already this is being done in many of the best normal schools. Above all, they should receive an inspiration that will open the way for that sympathetic appreciation necessary to any real teaching of literature, for, let it be repeated, literature is a heart subject—one that cannot be reduced to rules and analysis without losing its vital force. Many of our teachers will rise to the occasion, while all can follow the

directions laid down for them, and a large number of pupils, of their own taste and tendency, will get the essential benefits. Even slight contact with a teacher who has the all-important power of inspiration will bring large results, so that a few teachers in each school, having this power, would exercise a great influence. Any teacher can at least teach the use of books of reference. Pupils should be required to consult cyclopedias, magazine articles, and original sources of knowledge, and should be taught to get at the desired information without loss of time. It is not unusual to see a pupil, or even a teacher, tumbling the body of a book in an indefinite hope of finding some fact, apparently oblivious of the use of an index.

The work in literature should be of two kinds; that which is done in school with the aid of the teacher, and that which is done at home under her guidance. It goes without saying that pupils can read more difficult matter with the explanations of the teacher than alone. Classes, therefore, should be supplied with sets of books containing the works of the standard authors, both in the form of selections, like the two series hereafter recommended as the basis of the work, and complete editions of great pieces of literature, like Robinson Crusoe, which are especially adapted to children.

The children in the primary grades are interested in fairy tales, fables, and myths far beyond their ability to read. A great many of these stories should be told them, and they should be encouraged to repeat the stories and to comment upon them, thus furnishing material for language work. Other stories should be read to them, and they should be led to see the purpose of learning to read.

Poems should be memorized in all the grades, beginning with the first. These should of course be adapted to the grade, but even if they are not fully comprehended at first, they will take on new meaning in later years. To furnish the teachers with material, desk books should be supplied, and definite instructions should be given as to the work to be done. In the course of study it will be seen that a majority of the selections to be memorized are contained in Whittier's "Child Life in Verse" and in "Selections for Memorizing" by Williams and Foster. One or more copies of each of these books should be in each building, thus rendering desirable material accessible, and making proper supervision possible. These selections should be mainly used for concert reading. I believe that the best results can be secured if the children do not see the poem. The teacher must first understand the poem herself; then let her clear away any verbal difficulties that would trouble the class, and her vocal interpretation will be adopted by the pupils with the same keen enjoyment which they would feel in a rousing song. Short quotations will of course be used in every grade.

One point should be carefully observed both in the use of the Cyr readers and of such supplementary books as contain biographies of authors—the selections from the author's work should always precede the study of his life. Longfellow, Whittier, and Lowell are only names to the child until he has come to know the

writer thru his works. When there is awakened in the pupil a genuine love for the poem, he will be glad to know something of the poet.

It is of course impossible for any school to be supplied with all the books necessary to put into immediate operation the work here outlined. However, much can be done thru the Central Library, if the co-operation of the trustees can be secured, as seems probable. In St. Louis the public library has over two hundred sets of supplementary readers. These sets are classified by grades, and the principals send for them as they are needed. In many cities teachers are supplied with special cards, enabling them to draw from five to ten books at a time for the use of their classes. Another method pursued in many cities is to make the schools regular distributing centers for the public library, so far as pupils are concerned. In the higher grades it may frequently be impossible to do in class all the reading outlined. If each member of the class can be supplied with a copy of the book, the reading can be done at home in place of what already is done without direction in nearly all cases. After the difficulties of beginning have been mastered, children will read much better literature than if left to their own taste. I have known many pupils who would not read *Ivanhoe* because they could not get interested in the first forty or fifty pages. To get them fairly started in class and then to give a little time to discussion of plot, characters, or incidents, is perhaps better than to read the whole book in class, and is a great saving of time. The difficulty, of course, will be to secure a sufficient number of sets of books. I trust that some day we shall have enough sets of the best books so that practically all of the home reading of pupils can be done on this plan.

Methods to add interest and profit will suggest themselves to every thoughtful teacher. Composition work should go with literature from the lowest grades. Pupils should be encouraged to write original stories, to add to myths and fables already told, to imagine themselves to be certain characters and to tell the story from that point of view, to describe the personal appearance of characters, and to discuss the moral aspects of a story or of a situation. Plays can be read by pupils assuming the various parts. Lists of unfamiliar words can be kept, and their correct use required. A valuable exercise is to have one pupil read to the class something in which all are interested. Rhetorical work of the nature of the old-fashioned Friday afternoon exercises can frequently be made profitable. I wish that every teacher in Syracuse, particularly every one in the primary grades, would read Miss Sarah Arnold's book, "Reading: How to Teach It." Two other valuable books for teachers are, "The Voice and Spiritual Education," and "The Aims of Literary Study," by Hiram Corson.

Some Language Lessons from a New Book

I

FOR READING AND STUDY.

The Apostrophe.

We have already studied about the marks of punctuation, which do so much to make our thoughts plain to the people who read them.

You already know the period and the interrogation point. Today you must learn about another little mark, which has a very long name. It is called the apostrophe.

Here are some sentences in which the apostrophe is used:—

I'll do my very best.

You can't lift that heavy book.

Don't cry, little girl, don't cry.

Here are the same sentences written without the apostrophe:—

I will do my very best.

You cannot lift that heavy book.

Do not cry, little girl, do not cry.

1. See if you can find the apostrophe.

2. Write the words which have the apostrophe.

3. Opposite each of these words write its meaning.

Thus,—I'll = I will.

4. See if you can make a rule telling where the apostrophe is used.

II.

FOR STUDY AND WRITING.

Contractions.

In the preceding lesson you learned that the apostrophe is used in certain shortened forms like *I'll*, *can't*, and *don't*. Such forms are called contractions.

They are chiefly used in conversation, but are often found in poetry, and in informal letters.

Here is a list of other common contractions in which the apostrophe must be used:—

e'er, ever;

ne'er, never;

I'm, I am;

you'll, you will;

ma'am, madam;

is n't, is not;

are n't, are not;

was n't, was not;

were n't, were not;

has n't, has not;

have n't, have not;

had n't, had not;

won't, will not;

don't, do not;

does n't, does not;

did n't, did not;

I've, I have;

we're, we are;

I'd, I would;

I'd, I had;

there's, there is;

it's, it is;

what's, what is;

e'en, even;

can't, cannot;

sha'n't, shall not.

Write ten sentences using contractions. Put the apostrophe in its proper place.

Read your sentences aloud, using both the contractions and the full forms.

III.

ORAL EXERCISE.

Contractions.

1. I'm to be Queen o' the May, mother,
I'm to be Queen o' the May!

2. An honest man's the noblest work of God.

3. A foot more light, a step more true
Ne'er from the heath flower dashed the dew;
E'en the slight harebell raised its head
Elastic from her airy tread.

4. Where there's a will there's a way.

Read these selections and tell why the apostrophes are used in each.

Is n't is a contracted form of is not.

Are n't is a contracted form of are not.

Ain't is an incorrect form, which is sometimes used when the speaker means "am not," "is not," or "are not."

Avoid the use of "ain't."

Does n't is a contraction of does not.

Don't is a contraction of do not.

Avoid the use of "don't" when "does not" or "does n't" is required.

Observe your own speech, and correct these errors whenever they occur.

—The Mother Tongue. Ginn & Co.

Number and Arithmetic.

From Oral to Written Work in Arithmetic

Addition.

The one difficulty in written addition, that of "carrying to the next column," can be made very plain by means of objects. Make combinations that exceed ten and then repeat these in parallel written problems. With his previous knowledge of writing numbers, and his mastery of the law of putting units into groups, whenever he gets ten units, the pupil should be able to comprehend the law of putting down the right-hand figure under the column that is being added, and carrying the remaining ones to the next column to be added to it. The teacher must make clear to himself that this mode of procedure does not cause him to add the quantity in question twice. We seem to add the first column and thus get the quantity to carry, then we add this quantity to the second column; is it thereby added twice?

Problems in written addition should be graduated so as to introduce but one difficulty at a time; thus:—

4	8	23	17
3	4	42	49

Note that each one of these has in it a difficulty that does not appear in the one before it; note also that all the difficulties of written addition (excepting those which arise from the unwieldy size of numbers) are here represented.

Children should have much practice work in written addition. When we have thus secured accuracy in their operations, we should drill them to secure rapidity. The following devices are recommended for rapid addition: columns of figures to be added upwards or downwards, the speed to be determined by the teacher in pointing; abstract problems on cards, to be presented momentarily to the class, and answers to be given as soon as possible; figures in various designs so you can skip about, as:

8	
6	4
5	5
9	3
2	

7, the understanding being that each number pointed to is to be added to the five; counting by twos, threes, fours, etc., making as many different series of sums with each as possible, thus:—

2	{ 1, 3, 5, 7, 9, 11, 13, 15, 17,
	{ 2, 4, 6, 8, 10, 12, 14, 16, 18, etc.
3	{ 1, 4, 7, 10, 13, 16, 19, 22, 25,
	{ 2, 5, 8, 11, 14, 17, 20, 23, 26,
	{ 3, 6, 9, 12, 15, 18, 21, 24, 27, etc.

Notice, in this last exercise, that there are as many series of sums possible on each base as there are units in the base. This will reveal the amount of work possible for drill exercises. Notice further that the one series which pupils use most frequently (the one which starts with the base) is the only one that is of no especial value in this exercise, as it is the one that appears as the products of the different lines of the multiplication table. In all these exercises for speed let the effort be intense, of short duration, and regularly done. Increase the speed gradually.

Subtraction.

Work in written subtraction can be introduced, if need be, by the aid of objects. The one difficulty here is that of "borrowing." (The wisdom of using the term "borrow" will not be called in question here; it is a term that those who read will understand, and for that reason it is used.) Suppose we take sticks illustrating a ten and two; from these we wish to subtract

seven. The child will readily see that the seven cannot be taken from the two; we must therefore open the bundle of ten and, treating them now as units, we have twelve. (This last is a term that pupils long ago became familiar with, as the common form of expression is supposed to have been introduced when it became evident that the ideas, distinctly stated by the scientific form of expression, were impressed.) From the twelve we now take the seven, and we have five remaining. Representing this process now in figures, we can lead him to see that we had to "borrow" the one from the tens column and treat it in the units column as ten.

Drill in rapid work.

Give frequent exercises in concrete problems, having pupils make many of the problems. In this work demand problems about things as they are. This will afford an opportunity for impressing numerous useful facts. For example, do not let a child speak of selling corn by the ounce, carpet by the square inch, or either of them at preposterous rates. When they reach that stage of the work it is a wise thing to have pupils consult the daily papers for the quotations of goods that are on the market, and to construct their problems upon that basis. The same may be done later on with stocks, exchange, etc.

Multiplication.

When written multiplication is to be taken up, the child must know the multiplication table. This he should make for himself after having been shown the plan, subject to which it is constructed. Such items as stopping each line at 12, and the entire table at 12 x 12, he must be told. The table should be committed to memory, after it is thus made, so that the child can say it forward and backward, or promiscuously.

In written multiplication the following is offered as a graduated set of problems showing the different elements of difficulty:

4	9	23	86	40	403	407	284
2	3	2	4	8	26	30	203

Notice the elements of difficulty that are in multiplicand, multiplier, and product, in each of the above problems.

One more point it is important to notice, in written multiplication. In addition we give, as a general guide in setting down numbers to be added, that units of the same order shall be placed in the same column; this brings the numbers to be added into a straight column on the right, the units column; as

482
71
5296
3
427

When we come to setting down the partial products in multiplication, for the purpose of adding them, it looks as if we violate the above general law for addition. Let the teacher see clearly why this is, and be ready to make this apparent error intelligible to the child.

Division.

Written division is the great stumbling-block in these earlier stages of arithmetical work. It is the writer's belief that this serious difficulty can be escaped, if we will attend to impressing fully the previous difficulties, one at a time, and then present the matter in a different order from that which is usually followed.

Written division is generally taught first as "short division." This is doubtless due to the belief that it is simpler, because the expression of it in the written form is not so complicated as the other; but that apparent advantage is very much reduced when we remember that the written expression does not represent all the steps in the necessary mental operations. "Long division" should be taught first, therefore, and the abbreviated form should be taken up later.—Smith's Systematic Methodology. Silver, Burdett & Co.



The Wonderful Penny

A new gold guinea and a copper penny, fresh from the mint, lay side by side one day on the counter of a bank. Said the proud gold piece to the penny:

"Get out of my way; you are made of brown copper only, but I am made of shining gold. Nobody will care much for you, but when I go out into the world, everybody will want me. I shall pass into the hands of lords and ladies; I shall do great deeds; and, at last, perhaps, the gold of which I am made will be used to form the crown of some emperor."

Just then an old miser came into the bank, and the gold piece was paid out to him. The penny looked up and said to the gold piece; "Good-by; may you always be happy!"

Before the guinea could reply, the miser had thrust it into a little bag and had hidden it away in his pocket. He carried the bag home and put it into his money chest in the cellar. But he was afraid that his money would not be safe there, so he buried it in the earth. Soon afterward he died, and no one knew where his money was hidden; so the gold piece was lost, and to this day has never been seen.

After the miser had left the bank, the man who had charge of it saw a poor boy helping an old woman who had fallen down in the street. He went to the door, and, calling the boy, gave him the new penny. The boy carried it home, and told his little sister why it had been given to him. She was so much pleased with its new, bright look, that he gave it to her.

The little girl ran into the garden to show the penny to her mother. Just then an old lame beggar came limping along the road, and asked for help. The little girl gave him the penny, and told him where it had come from, and why it had been given to her brother.

The beggar went on until he reached a baker's shop. He was just going to buy a roll with the penny, when an old man came up with a pilgrim's staff in his hand. The pilgrim was selling pictures of the City of Jerusalem, in order to get money to ransom his brother, who had been taken prisoner by the Turks.

The aged beggar was moved by the story of the pilgrim; he gave him the new penny, and told him its story, as he had heard it from the little girl. The baker saw the kind act of the lame beggar, and as a reward gave him more bread than he could have bought for the coin.

The pilgrim set out for Constantinople, and, as soon as he arrived at that city, he went at once to the Turkish governor, and offered him all the money he had gathered for his brother's freedom. The governor, however, wanted more money, and would not let the brother go.

The pilgrim said: "This is all that I have except one copper penny," and then he told the story of the penny. The governor asked to see the humble coin that had done so many good actions. "I will keep it," he said, "and wear it next my heart, and perhaps a blessing will come with it." Then he gave back to the pilgrim all the rest of his money, and let his brother go free.

Soon afterward the Turkish governor took part in a great battle. An arrow struck him in the breast, but glanced off without hurting him. It had been turned

aside by the coin. Therefore he owed his life to the penny.

When the war was over, the governor went to his master, the emperor. As they talked together, the governor told how the penny had preserved him from death. He showed the coin, and told its strange story. As the emperor listened, he exclaimed again and again, "Wonderful! Wonderful!"

The governor, noting his master's interest, gave him the penny, and the emperor fastened it with a golden chain to the hilt of his favorite sword. One day shortly afterward, the monarch was about to drink a cup of coffee, when the empress asked to see his sword. As he held it up, the penny dropped into the cup.

When he took the coin out, he saw that the copper had become green in color. Someone had mixed poison with the drink. But the change in the color of the penny warned the emperor, and his life was saved.

Then the emperor had the penny put in his crown, amid the diamonds and other jewels which adorned it. To the great ruler the penny seemed the brightest gem of all, for when he looked at it he was reminded of the good deeds it had done. So, you see, it was not the golded guinea, but the copper penny that was set at last in a royal crown.—*Lights to Literature. Book III. Rand, McNally & Co.*

Give the Child a Chance

EVA C. MCLOUGHLIN, IN MO. SCHOOL JOURNAL.

The great need of sense training in the lower grades is seen in the frequent failure of higher grade pupils to grasp primary truths—the inability to visualize. Mathematics reveals pre-eminently this defect. Science, inductively pursued will tend to overcome it.

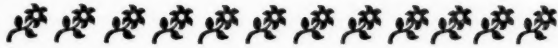
The primary school grows in importance. It is effective in proportion to the stress placed on correct habits—the cultivation of sense perception. In numbers, ability to see and express relations; in reading, the ability to grasp and give expression to a thought.

The child loves the life of action. Expression, rather than repression, must guide his development. In discipline, evil is to be overcome, not by severity, but by cultivating the love of good. Not precision, but freedom, must govern the pupil's efforts.

Childish enthusiasm, once enkindled, is boundless. It will accomplish what no straight-laced system can produce. The child must assert himself; if not permitted to do so in a natural way by work he does so in producing disorder. His questions must not be answered to order; he is to assist in the discovery of truth. What joy it brings him! He must be made to feel that the discovery is his very own. The phonic system of reading has an advantage in this respect.

Devices are the sole possession of weak teachers. Activity finds hourly new modes of expression. "Don't you see that mark?" is a stupid way of correcting bad expression. Punctuation is not to be governed by sign boards. Thought must govern expression. Once let the pupil be filled with the meaning of the writer, expression is natural. Marks may easily be omitted. Drawling, whining, monotonous result from similar lack of familiarity with the thought of the author.

Geography and History.



Great Industries II

GUSSIE PACKARD DUBOIS

INDIA RUBBER.

It is an unsettled question whether or not rubber was known to the ancients, those peoples of Europe, Asia and Africa whom we are wont to particularize by that dignified but rather indefinite title. With their usual calm and bland manner, the Chinese have laid claim to the discovery of rubber, but so far they have done nothing except make the assumption, so we can easily afford to ignore their claim. The popular game, lawn-tennis, is mentioned by Herodotus; he says it came to his people from the Lydians, and that they got it from the Egyptians, who in turn learned it from the Ethiopians. We do know that at the present time rubber trees are found in a natural state of growth,—that is, uncultivated, in Abyssinia, hence, it is not unreasonable to believe that they were indigenous there in earlier times, and that from their sap the sports of those days prepared balls for use in their games. However much we may speculate in the matter, it must end in speculation.

Of this we are sure, that the early exploring Spaniards found the Indians of America playing with balls made of rubber, and, at the beginning of the 16th century, one of their historians makes a report to his sovereign concerning this substance, which report was soon followed by the introduction of the article into Europe.

Crude rubber is obtained from the sap or certain trees, and climbing vines. South America is the principal source of supply, Brazil leading the other States in quantity and quality, while Central America and Mexico are close in the race.

The incessant and constantly increasing demands caused by the infinite variety of uses to which rubber accommodates itself have led to the search for and finding of new locations where it grows in a wild state, and where the conditions are favorable for its cultivation. This is especially true of Central America and Mexico.

In addition to the great demand, the price has increased from 30 cents to a dollar and seventeen cents a pound in the last ten years, and this has interested capital, both individual and associated in the purchase of land, and planting of huge tracts to rubber trees.

For many long, weary, expensive, and disappointing years, the "visionaries" of rubber, as they were called, worked with head and hands to put to a merchantable use the black, gummy stuff. Many

retired from the disheartening effort. Others persevered thru hunger, poverty, disappointment, loss of money, and of friends, bearing always the heavy load of hope deferred, "which maketh the heart sick." But, the longest night must give way to dawn, and, at last, the secret so long sought was discovered, and, as usual, it was a very simple ingredient which converted the hitherto unmanageable article into a useful commodity. This discovery was the mixing of sulphur with the crude rubber, and from the time when it was made, 1839, to the present day, the product has exerted a constantly increasing influence upon the spread of civilization, and has contributed in an immeasurable degree to the achievements which have made that civilization possible.

The United States has from the very first been the largest consumer of rubber, and a huge American syndicate has been quietly at work for several years buying ten million acres of land in the Orinoco valley with a view to profits from the great virgin rubber forests known to exist there.

Africa comes next to South America in the amount of rubber produced, and in the interior of that continent, as in the Amazon country, there are vast rubber forests as yet untouched. African rubber is inferior in quality to that obtained from South America, but thru improved processes in gathering and curing, the various kinds are being marketed in a much better condition year by year.

African rubber is found both on the east and west coasts, and thruout the great basin of the Congo River, and also on the Island of Madagascar. Most of it is obtained from a giant creeper known botanically as *Landolphia*, tho a small quantity is obtained from a tree found in Lagos, and some other colonies of West Africa.

Assam, India, furnishes a limited amount which is known to the trade as "Rangoon" rubber, so called from the port where it is marketed.

The output from Assam has been on the decline for several years, while that of Burmah has grown at an equal rate.

South American rubber is divided into three grades, according to quality, fine medium, and coarse.

We are apt to elevate our noses when we detect the odor of rubber, but this odor depends almost wholly on the quality of the article. The purest South American rubber is transparent, and smells not unlike smoked bacon.

Besides the three divisions of quality, there are fourteen classes according to the localities where it is found, each class having a more or less distinctive quality dependent upon heat, moisture, care in gathering, and style in which it is marketed.

"Centrals" is that produced in Central America and Mexico. There are sixteen classes of this known to the trade, each, as in the South American product, receiving its name from its locality, and there are thirteen similarly designated classes from Africa; so you can see that it takes a long head to thoroly know the rubber trade.

Madagascar rubber is much in demand by manufacturers of fine, hard rubber articles, as it takes a fine polish, and will resist a much higher degree of

temperature than the ordinary article. It is divided into two grades only, Pinkey, and Black, according to color.

All the foregoing description applies solely to the gums which come under the head of caoutchouc, but there are an amazing number of substitutes which are being supplied to the trade to take the place of rubber, as well as a large number of articles which are mixed with the genuine, both for manufacturing purposes, and to cheapen it. As a rule these substitutes are made from oxydized oils, and a proper use of them is a necessity in manufacture, while it does not injure the texture or make it less durable. But sometimes resin, glue, asphalt, cellulose, seaweed, old rubber, and even animal fats are used, and you may be reasonably certain that if rubber goods are offered unusually cheap, they are wrongly adulterated.

The highest authorities recognize one hundred and sixteen substitutes. There are a few rules that it is well to observe about buying rubber garments: Never buy brown stuffs, view black with strong distrust, and pin your faith to grays and whites. The reason for this is because copper salts are used in producing the first two colors mentioned, and copper in any form causes rapid decomposition of rubber.

The uses to which rubber can be put are so many and varied that if I were to attempt to give them this article would stretch beyond the limits of the paper, and they are increasing every day. Suppose you take a pencil and paper when you have finished reading this, and put down all the uses of rubber which you can recall, beginning probably with your eraser if you are in the schoolroom, your bicycle tire if you are out of doors, your mackintosh and overshoes if it is bad weather, or the hot water bottle if you have forgotten those useful articles, taken a soaking, and caught a cold.

The history of the development of rubber from its crude state to the perfect product as we have it now, is one of sad disaster and disappointment to thousands of individuals, as well as a wreckage of plans, and a loss of money which is appalling. The story of William Goodyear's life is as thrilling as any story of adventure that you could find.

The rubber plant not uncommon in many of our homes is the East India variety, the South and Central American variety having a broad, rounded leaf, and a rough scaly bark. The flowers of the American variety are singularly beautiful, being white, star-shaped, waxen, and very profuse in number.

He who has learned to obey will know how to command.—Solon.

Be silent, or say something better than silence.—Pythagoras.

Who goes a borrowing goeth a sorrowing.—Tusser.

Truth is the highest thing man can keep.—Chaucer.

Obey thy parents; keep thy word justly; swear not.—Shakespeare.

Keep good company, and you shall be one of the number.—Herbert.

A handful of good life is worth a bushel of learning.—Herbert.

In all countries the gathering of the crude sap is done by natives who are virtually slaves, and is performed in a woefully wasteful way. A long slit is made in the tree from the first fork down to within a foot or two from the ground; this cut is about two inches wide. At the lower end a hole is bored in the tree, and a spile driven in to conduct the sap into a receptacle under it. The sap exudes into this long gash, and hardens, and when no more will exude, this is stripped off in a long irregular strap, with more or less of bark and leaves, and rolled into a ball. That which ran into the jar or trough is a more solid mass. Sometimes it is run into jars or bottles made of clay; when full, these are broken away from the mass within.

This is the purest and best, because, being little exposed to the air, it hardens as clear as amber with no foreign matter in it, and with scarcely any odor.

It is only during the last fifty years that rubber has achieved its triumph as an industrial agent; that is to say, since Charles Goodyear discovered and improved the art of vulcanization without which it was comparatively useless, as it could neither withstand the heat nor the cold.

Vulcanization means the mixture of sulphur and the crude gum, and the use of a proper amount of heat in the process; this sounds like something very simple, but the weary years that he spent in finding it out, the suffering from poverty and disappointment are enough to make one's heart ache. At last the perfection of the discovery was an accident. Mr. Goodyear was talking with a friend, holding in his hand a lump of rubber which had been mixed with the sulphur. By an animated gesture, this lump was thrown into a hot stove near which he was standing, and when it was taken out, he saw instantly that the heat had accomplished what he had so long sought to do, and his discovery was complete. Previous to this his rubber shoes had melted and run together on the shelves when summer came, or spoiled with the cold. It is told of Daniel Webster that previous to this discovery he was wearing one of Goodyear's rubber coats—for many useful and beautiful articles were made in hopes they would withstand the weather. It was a very cold day and, arriving at a friend's house, he removed the coat which stood upright with the effect of the cold. Leaving it standing on the porch, he put his slouch hat on top of it and left it standing, to the amusement of the passers by.

Mr. Goodyear was accustomed at this time to wear his own manufactured articles to test them, and it was sometimes said, "If you meet a man who has on an India-rubber cap, stock, coat, vest, and shoes, with an India-rubber money-purse without a cent of money in it, that is he."

His patents were for the use of sulphur and heat with the crude rubber, and during the seventeen years that they were in force, the number of plans that were tried by others to attain the same end—many of them possessing much merit,—were astonishing. Chlorides, nitrates, fluorides, bromides, iodides, and phosphorets of nearly all the common earths and metals were called into use. These experiments have been largely lost sight of, because the Goodyear patents have expired,

and his processes are now open to the world, and because, too, for the majority of goods the sulphur and heat is not only the cheapest but the easiest.

We need have no fear that there will ever be a dearth of rubber goods, for there are no less than forty-seven gums commercially known, each of which can be used for the same purpose as that to which India-rubber is put.

While the waterproofing of fabrics by the addition to their texture of a certain proportion of India-rubber is a very important use of this material that forms one of our greatest industries, it is after all very small compared with some of its other uses.

Electrical art is almost wholly dependent on this substance. Dental dam (with which some of us are painfully acquainted), surgical bandages, and stationer's bands represent the highest priced and least compounded goods, while bottle-stoppers, erasive rubber, and common tubing represent the other extreme.

One of the substitutes for pure goods is known to the trade as reclaimed rubber, and is produced from wornout rubber goods, the most satisfactory being that made from old rubber shoes. These are ground to fine powder, which is run over magnets to extract any possible bits or traces of iron, and is then put thru a blowing-process which separates the woolen or cotton fibers from the rubber; the residue, rubber powder, is subjected to a high degree of heat, and afterwards rolled out into a thin sheet.

Most India-rubber goods manufactured at the present time are black, this hue being produced in a measure by the color of the crude gum, together with the leads and other ingredients which assume that color under the vulcanization process. White rubber, which is also very common, is produced either by an oxide or sulphide of zinc. Then come yellow and red, produced by antimony and vermillion.

The colors on toy-balloons and similar articles are aniline dyes applied to the surface. Liquid rubber is produced by dissolving pure gum in solution; its commonest use is in the manufacture of waterproof garments. The rubber cement so necessary to every owner of a bicycle consists of rubber, and similar gums, put into some liquid which will dissolve them, the most common of which is benzole, chloroform, and ether.

I have purposely said nothing so far about gutta-percha. It is the product of a tree found only in an area embracing part of the Malay peninsula, Borneo, Sumatra, and some smaller adjacent island. It is thought to be a species of India-rubber, but differs from it very materially. It becomes soft and plastic on immersion in hot water, which rubber does not. Hot air will produce the same effect. It is in large demand by manufacturers of cutlery and surgical instruments for use as handles, but its great field is that of electricity. With the possible exception of copper, no product has so aided the progress of electrical art in the last quarter of a century. There is such a demand for it, and the source of supply is so limited, that only last year the building of a submarine cable between the United States and the Philippine Islands had to be abandoned for the reason that if the quantity of gutta-percha necessary to the manufacture of such a cable had been employed, the lack in other lines where it is

used would have created a disturbance that would have been disastrous.

The cultivation of the *Isonandra gutta*, the tree from which this gum is obtained, has not been attended with any commercial success, and the methods of gathering the gum are so destructive and wasteful that the supply seems to be diminishing rather than increasing.

The Use of Sources in Teaching History

G. H. LAMPEN IN NORMAL INSTRUCTOR

"To what extent should secondary pupils use the sources?" is a question that is very much under discussion at the present time, and one that seems to be of sufficient importance to warrant some discussion here.

For the ordinary class-room work, I would not advise very much of it, if indeed any, as an actual part of the method, tho it would be well to encourage the habit of reference to authentic sources, on the part of the pupil, wherever such sources may exist, but this more as collateral reading and reference than as a study of source material. Under no condition, however, would I advise a systematic use of the method in the lower schools, so far as the ordinary work is concerned. In the written work, however, it seems to me that a proper use of proper sources by proper pupils will be found to be of immense and far-reaching benefit. Let me lay particular emphasis upon the word "proper," for it is all-important. If the right sources are selected and the work is given only to those pupils who are able to do it, the result must be only good. But do not go to the extreme. In this matter, as in many others, it is the mean position that is the best one to occupy. If you carry the source method to the extreme, you will very soon meet with an insurmountable difficulty; you will find that you are asking your pupils to do the work of specialists, which is quite an impossibility. Their intellects are not sufficiently developed to undertake such a task with any reasonable hope of success, nor are their powers of reasoning sufficiently well trained to enable them to draw proper conclusions. But if you go to the other extreme and do not teach the sources at all, you fail to bring out the superior value of the original record, upon which all true history rests. Hence, it seems to me, that a limited use of the sources, based upon convenience, degree of development of the student mind, and common sense, is the one most likely to produce good results.

It must be borne in mind constantly that the aim of historical study in the secondary schools is not so much the training of the pupils in the art of historical investigation as in thinking historically. Hence, the first essential is that all investigation shall be made in connection with a good text-book. Sources are not intended to be the sole material nor even the principal one, from which the pupils are to write. Rather, they are to serve merely to corroborate the statements of the books before them; to give them additional information that they could not get else-

where, and to make the people and events that are under consideration, more real. A knowledge of the sources will lend vitality to the subject, thus stimulating the pupil and making the work, therefore, easier and more interesting for the teacher.

Of course, all sources are not equally valuable. Some of those that would be most important to more matured minds, are so dry and dull as to become positively worthless to the pupils of the lower schools. As an example, I am sure that I would never recommend John Adams's "Discourses of Davila" to young persons, nor would I advise teachers to place before their pupils the controversies concerning the voyages of the Cabots, nor the arguments for and against the truthfulness of John Smith's account of his rescue by Pocahontas. There are many valuable sources accessible to almost everyone; for example, newspapers of the date under consideration; original letters; county records; United States official reports; old inscriptions on tombstones; monuments; ruined buildings; contents of museums. By the use of some sources in written work, not only as material for writing but also as references, the pupil may be brought to see the difficulties in the way of ascertaining the exact historical truth, as well as the necessity for absolute impartiality and accuracy.

To sum up, the sources may be used to advantage, in connection with the textbook, as a basis for some of the written work, as well as, in certain cases, collateral reading in connection with the ordinary work of the classroom.

A History Story

THE PINE-TREE SHILLING.

Captain John Hull was the mint-master of Massachusetts, and coined all the money that was made there.

This was a new line of business; for in the earlier days the colonists had used the gold and silver money of England, Portugal and Spain.

These coins being scarce, the people were often obliged to exchange their goods instead of selling them. For instance, if a man wished to buy a coat, he perhaps exchanged a bearskin for it.

If he wished for a barrel of molasses, he might purchase it with a pile of pine boards.

Musket-bullets were used instead of farthings, and the Indians had a sort of money called wampum, which was made of clam-shells. Bank-bills had never been heard of at this time.

There was not enough money of any kind to pay the salaries of the ministers, so that they sometimes had to take fish, corn, and wood, instead of silver and gold.

It was very inconvenient to trade in this way, and finally the colonists decided to coin their own silver money.

Captain John Hull was selected to manufacture the money, and was to have one shilling out of every twenty to pay him for his trouble.

At once all the old silver in the colony was handed over to Captain Hull. Old silver mugs and pitchers, silver buttons, buckles, and broken spoons were thrown together into the melting pot.

In fact, so much silver was melted down and coined, that in a short time the colonists had an immense amount of bright shillings, sixpences and threepences.

Each coin had the date 1652 on one side, and a figure of a pine tree on the other. Hence they were called "pine-tree shillings."

For every twenty shillings that he coined, you will remember, Captain John Hull was to put one shilling into his own pocket.

The people soon began to suspect that the mint-master would have the best of the bargain. They offered him a large sum of money if he would give up the twentieth shilling, but Captain Hull did not wish to do so.

He was perfectly satisfied, and well he might be, for in a few years his pockets, his money-bags, and his strong box were overflowing with pine-tree shillings.

When the mint-master had grown very rich, a young man, Samuel Sewall by name, wished to marry his only daughter Betsy.

On the wedding day, we may suppose that honest John Hull dressed himself in a plum-colored coat, all the buttons of which were made of pine-tree shillings. The buttons of his waistcoat were sixpences, and his shoe-buckles were made of silver threepences.

After the wedding was over, Captain Hull whispered to two of his men-servants, who immediately went out, and soon returned, bringing in a large pair of scales.

"Daughter Betsy," said the mint-master, "get into one side of these scales."

Miss Betsy—or Mrs. Sewall, as we must now call her—did as she was bidden, like a dutiful daughter, without any question. But what her father could mean, unless to make her husband pay for her by the pound, she had not the least idea.

"And now," said honest John Hull to the men, "bring that box hither."

The box to which the mint-master pointed was a huge, square, iron-bound, oaken chest; it was so large and heavy that the men could not lift it, and were obliged to drag it across the floor.

Captain Hull then took a key from his pocket, unlocked the chest, and lifted its heavy lid. Behold! it was full to the brim of bright pine-tree shillings, fresh from the mint.

Then the servants, at Captain Hull's command, heaped double handfuls of shillings into one side of the scales, while Betsy remained in the other.

Jingle, jingle, went the shillings, as handful after handful was thrown in, till at last they fairly weighed the young lady from the floor.

"There, son Sewall!" cried the honest mint-master, "take these shillings for my daughter's dowry. It is not every wife that is worth her weight in silver."—Child Life. The MacMillan Company.

Be slow of tongue and quick of eye.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.—Benjamin Franklin.

How far that little candle throws his beams! So shines a good deed in this naughty world.—Shakespeare.

Nature Study

Alice and Tom and Their Crocus

I. THE BABY CROCUS.

It was Sunday afternoon, and Mrs. Bennett sat waiting for her little son to return from Sunday-school. In he came, fresh and rosy from his long walk and North Wind's kisses.

"Oh, mother," he cried, "just see this little flower! I found it in a yard on the avenue. It was cuddled in a corner where the coping made a bend."

"Why, it is a crocus, the first I've seen this season. But, Tom, you must not take flowers from a yard. That will never, never do!"

"Oh!" cried Tom, aghast. "I didn't mean to do wrong. But the little thing looked so cold and lonesome, I thought I would bring it to you."

"I am very fond of crocuses," said his mother. "There is something so tender and delicate in this little flower. I know of nothing sweeter unless it is a baby snowdrop."

"And it's so brave, mother. My crocus was coming right up in the snow. Snowdrops and crocuses must be strong to do that, even if they seem tender."

"There's a good reason for that, Tom."

"What is it?" And Tom's eyes looked very eager, as they did always at a new idea.

"Wait a little, my boy. When we can get a crocus bulb to study, I will show you what I mean."

"It seems as if we had to wait for everything." And Tom gave a sigh.

"Yes, indeed," laughed Mrs. Bennett. "Life is made up of waiting. Mothers have to wait to see things grow in their children."

"Put your flower in water, and come to dinner. I know some one who doesn't like to be kept waiting in her kitchen, Sundays of all days."

The next Tuesday Tom came tumbling in, eager to find his mother.

"There's a whole bed of crocuses on the lawn!" he exclaimed.

"Yes," said Mrs. Bennett, smiling; "I have visited them every day since the first green blade pricked thru the ground. This was planned as a surprise for you. Now we can have our bulb."

"I'll go and get one this minute," cried Tom, starting up.

"Will you take up the plant before the blossom is fully out?"

Tom was silent for a moment. "No, I won't," he replied at last. "It isn't fair for the plant to [work] so hard to make a flower, and then not have the chance to let it grow. I'll wait."

"That is right," said Mrs. Bennett; "even plants

should be respected in their rights. But I think by to-morrow you may have your bulb."

When the waiting time was over and Tom took up his bulbs, he gave a great cry.

"Mother! mother!" he said. "Just look here! See this large bulb with three little ones growing from it. And there are ever so many thread-like roots growing from the bottom of the big bulb. Is the big bulb a mother, and are the little ones her children?"

"Yes, Tom, or at least they are little houses for them to live in. The large bulb is anxious to have her children close beside her."

"She does not scatter seed like some flower mothers, to fall and grow wherever it will. Her children are part of herself, and she gives her very life to feed them."

"When the buds are fully formed and ready to send their flower children on the earth journey, then the mother bulb dies: her work is done."

"Oh! that seems too bad," and tears shone in Tom's brown eyes.

"That is mother-love, my boy, the world over. But let me cut one of the tiny bulbs open. What do you see, Tom?"

"I see a little yellow speck in the white."

"That is the beginning of a baby crocus. The little thing lives in its cosy bulb-home until it is perfectly able to rise in the world as a grown-up flower."

"Is that why it is so strong and can push its way up thru the hard soil?" cried Tom with excited eyes.

"Yes, dear. Now isn't this story of crocus life as good as any fairy tale?"

"It is wonderful!" said Tom, earnestly.

II. THE CROCUS GROWN UP.

Alice was just as eager as Tom to know about the crocus. She loved to lie flat upon the lawn and look down into their fairy cups,—“little palaces of delight,” her father called them.

One day she ran to her mother with a great discovery.

"Mother! mother!" she cried; "those crocuses are so queer! They grow in little bunches—a lot of leaves in a bunch, with one or two buds in the middle. And the lower part is wrapped in strips of something like tissue paper."

"There'll be one on one side of the stalk, then the next one will be on the other side and reach farther up, and so on. Sometimes there'll be three or four of the strips."

"Many of the spring bulb-flowers have that covering or sheath," said Mrs. Pryor.

"The flower stalk is very tender and needs to be protected from the cold. The sweet little bud that is pushing its way up is even more delicate."

Alice thought the crocus leaf very pretty. It was long and green like a grass blade, only a darker green and much thicker.

It had a white stripe running up the middle out to the very tip. The under part of the leaf was very curious. I will not tell you about it, for I should like to have you see it for yourself.

Tom's crocuses were hardy little things, many of them six or seven inches high. There were very white

ones, golden at the hearts, yet even the whitest had a few faint marks of purple.

Alice was specially fond of the orange-colored cups. They were smaller than the others, and beautifully marked on the outside of the petals with groups of fine black lines.

Alice noticed that the stalks were brightly steeped with the general color of the flower about half way down, then shaded into white.

Each delicate cup was cut in six petals; three large outside ones, and three smaller ones that stood modestly within.

Every petal was exquisite in its veining of a darker shade. At night the petals folded into a closed bud. But when the sunshine came in the morning, each fairy palace would open its door.

The little golden lady inside with her three shining maids of honor would peep out into the spring world. One by one the petals would curve out until the airy cups swung like bright bubbles among the green leaves.

Oh! there is nothing more beautiful than a crocus among all of Mother Nature's children. I have told you only a very little. Watch some crocuses yourself next year, and see if I am not right.

About this time Miss Merriam gave her children this verse to learn.

"Come, gather the crocus cups with me
And dream of summer coming:
Saffron and purple and snowy white
Before the first bee's humming."

—Alice and Tom, D. C. Heath & Co.

Animal Stories in Grade Work

ETTA HELENA CHASE.

The subject of this paper might be given,—a method of making nature study help out the work in geography and in other studies. Of course nature study is too important to be the servant, merely, of other studies, yet in many schools for various reasons nature lessons may be given in every grade only under another name. On the other hand even if this branch occupies an important place in the school program, nature study should furnish material, solid food, not intellectual candy, to be used in other subjects.

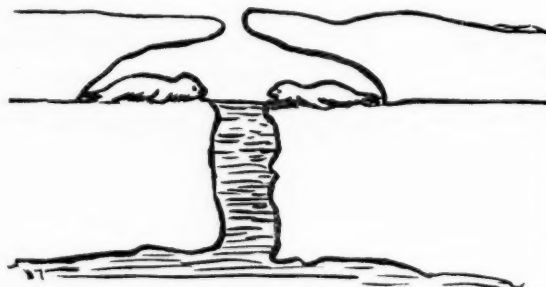
This is not correlation,—O Correlation, how many pedagogical crimes are committed in thy name!—but rather revelation, a revelation of the amount of nature work in other subjects.

When pupils in geography are learning about the polar region a study of the animal life in the frigid zones is a necessity. It is supposed that one or more domestic animals have been taught and, consequently, the pupils are ready to proceed from the known to the unknown. In my own classes the seal, the polar bear, and the reindeer were taken for type studies.

For the first lesson Kipling's story of the white seal was told. In all grades below the sixth it is better to tell the adapted animal stories instead of reading them. The teacher can watch the children's faces and thus tell what parts of the story need explanation. It is a well-known fact also, that young children enjoy a

story that is told more than one that is read. However, in all grades selections from the story should be read. Pupils should be asked to talk about their mental pictures which were formed during the reading. These extracts ought to be read after the connected story has been told. The habit of stopping at the most interesting point in a narration to ask questions is a very poor one for a teacher to form. It is to be deprecated that so many teachers ask pupils to reproduce in their own language the beautiful descriptions of famous writers. In grades where choppy stories, interlarded with questions, are told, I have found that in a short time children lose all interest in such work.

Suppose you were hearing read for the first time the play of Hamlet, would you enjoy such interruptions as these?—Locate Elsinore on the map. Describe Hamlet's emotion when he saw the ghost. Put into your own words Hamlet's soliloquy. There is no authority for believing that the greatest of all Teachers stopped in the middle of his parables to ask his hearers what they



supposed came next. The following extracts from the "White Seal" will give an idea of what may be taught by the story. These selections have been taken from "The Jungle Book" with the kind permission of the Century Company.

"Sea Catch was fifteen years old, a huge gray fur-seal with almost a mane on his shoulders, and long wicked dog-teeth. When he heaved himself up on his front flippers he stood more than four feet clear of the ground, and his weight, if any one had been bold enough to weigh him, was nearly seven hundred pounds. He was scarred all over with the marks of savage fights, but he was always ready for just one fight more. He would put his head on one side, as tho he were afraid to look his enemy in the face; then he would shoot it out like lightning, and when the big teeth were firmly fixed on the other seal's neck, the other seal might get away if he could, but Sea Catch would not help him.

"Yet Sea Catch never chased a beaten seal, for that was against the Rules of the Beach. He only wanted room by the sea for his nursery.

"Sea Catch had just finished his forty-fifth fight one spring when Matkah, his soft, sleek, gentle-eyed wife, came up out of the sea, and he caught her by the scruff of the neck and dumped her down on his reservation, saying gruffly: "Late as usual. Where have you been?"

Kotick, Matkah's baby, was all head and shoulders,

with pale, watery blue eyes, as tiny seals must be. The first thing Kotick did was to crawl inland, and there he met tens of thousands of babies of his own age, and they played together like puppies, went to sleep on the clean sand, and played again. The old people in the nurseries took no notice of them, so the babies had a beautiful play time.

"When Matkah came back from her deep-sea fishing she would go straight to their playground and call as a sheep calls for a lamb, and wait until she heard Kotick bleat. When she would take the straightest of straight lines in his direction, striking out with her fore flippers and knocking the youngsters head over heels right and left. There were always a few hundred mothers hunting for their children thru the playgrounds, and the babies were kept lively.

"Little seals can no more swim than little children, but they are unhappy till they learn. The first time that Kotick went down to the sea a wave carried him out beyond his depth, and his big head sank and his little hind flippers flew up exactly as his mother had told him."

SEAL LULLABY.

Oh! hush thee, my baby, the night is behind us,
And black are the waters that sparkled so green.
The moon, o'er the combers, looks downward to find us
At rest in the hollows that rustle between.
Where billow meets billow, there soft be thy pillow;
Ah, weary wee flipperling, curl at thy ease!
The storm shall not wake thee, nor shark overtake thee,
Asleep in the arms of the slow-swinging seas.

A large picture of the seal and one showing the home on the ice shelf of the baby seal should be drawn upon the blackboard. After the oral lessons are completed pupils might copy the drawings and write upon the following topics:

- Seal.
- Home.
- Size.
- Fur—color—coats, etc.
- Head—eyes—ears—nostrils.
- Trunk.
- Flippers.
- Food.
- Enemies.
- Habits.
- Social life.
- Family life.

In such a series of lessons, reading, drawing, language, and geography would be reinforced. In teaching the reindeer the same general plan might be followed. Excellent pictures and stories of the reindeer may be found in Du Chaillu's "Land of the Long Night." Seton-Thompson's animal stories may be adapted with great profit and pleasure to pupils. In lower grades it is better to end Mr. Thompson's stories before the death of the animal. No true primary teacher will tell a little child a harrowing story unless some great moral lesson is to be taught by this means.

Many children are made sad, needlessly, by unpleasant stories. A little girl after hearing the story of the "Wolf and the Three Pigs," looked at the picture of the wolf falling down a chimney into a fireplace, and exclaimed with her eyes full of tears, "I will dwag him

out!" How I should like to drag Mr. Thompson's Wabb out of the death-dealing cave! However, the author of "Wild Animals I Have Known" says that the end of every wild animal is tragic. Let us keep the tragedies of life from our little ones as long as we are able.

The question may be asked, "Is there time for so much story-telling?" If there is time to fit pupils to pass examination there ought to be time to tell stories. Dr. G. Stanley Hall says: "All the culture of the world before printing was brought about by story-tellers. We forget the significance and influence of a good story. There is nothing that gets the different parts of the mind into closer contact than a good story. A story is the bringing together of a vast number of things to a sharp focus. All the classical literature of the world has come down to us as myths, but still has a hypnotizing power. If I were king of the world, I should have an examination of teachers, as to their ability to tell a good story."

The teacher who has never told her pupils any of Kipling's or of Seton-Thompson's animal stories has missed a great opportunity for child-study. To see children sitting perfectly still and listening with rapt attention and sympathetic faces to the story of Kotick or of Wabb is a sight one does not wish to forget.

The Study of the Brain

PROF. E. W. NORRIS, IOWA COLLEGE.

This is ordinarily the hardest subject in a course in physiology to make intelligible to the ordinary pupil. The chief difficulty is due to the fact that he has little or no idea of the actual form and relationship of the parts of the brain. However good the illustrations in the textbook may be the brain cannot be understood until the real thing is seen and studied.

As a prerequisite to the intelligent study of the brain there should be at hand a specimen of the brain of some animal. That of a cat, dog, or, better still, that of a sheep, will be found very satisfactory. The brain can be obtained by sawing away the roof of the skull and with a scalpel cutting the attaching membranes and nerves. The brain may be studied fresh or preserved in some liquid, as alcohol or formalin.

It is well nigh a waste of time for the pupil to attempt to study the brain by reading the descriptive text without identification and verification as he goes along. The text and the specimen should be studied together, or at the least the pupil should find it possible to refer every descriptive term to its appropriate structure. The attempt to teach physiology of any kind as mere lists of names to be committed to memory is stupid, and any such tendency in the study of the structure and functions of the brain is worse than folly.—Midland Schools.

It would be difficult to find a child ten years of age in our sixty-five millions who does not know of Abraham Lincoln or George Washington; but the third, at least, in the list of the builders of the American republic is not known to millions of intelligent people. Washington and Lincoln represent the highest types of heroism, patriotism, and wisdom in great crises of republic-building; Horace Mann, the great inner building, the soul-development of the nation.—Colonel Parker,

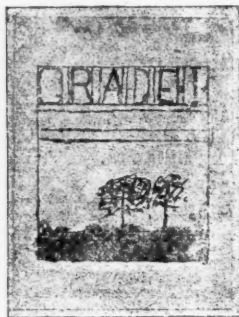
Construction Work.

Plans of Hand Work in First and Second Grades

(The following is republished from the Teachers' College Record, Columbia University, N. Y., published bi-monthly for the purpose of giving the students in the Teachers' College a comprehensive view of the actual workings of the schools of observation and practice.)

Courses of Study in Elementary School.

The specific projects indicated in the following plan of hand work should by no means be considered as representing fixed quantities. Such work should of



Original Poster for Annual Exhibit of Drawings.

course vary with school conditions and locality, and any definite scheme should be regarded as but a suggestion of practical possibilities. The particular plan outlined below represents for the most part work already tested in practice and adjusted to the special conditions and course of study of the Horace Mann School. (A Practice School under the supervision of the Teachers' College, Columbia University, New York City.—Ed. Intelligence.) The headings used in the first five grades represent the subjects with which the accompanying work has its main connections.

FIRST GRADE.

Five thirty-minute periods thruout the year.

I. Nature Study:

Draw flying seeds in pastel singly and in groups.

Make paper boxes and envelopes for holding seeds.

Paint in water-color simple groups of twigs and grasses in a given space. Draw sprays of oak and pine with brush and ink.

Make press in which to dry leaves and blank book in which to mount them.

Paint in brush and ink or water-color, potatoes, turnips, carrots, radishes, and beets, both with and without foliage.

Model some of the vegetables in clay. Compare size, form, and color.

Similar study of pumpkin or squash.

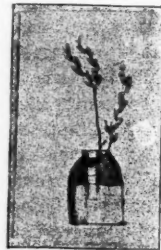
Sketch in water-color oak and pine trees in vignette. Compare shape and color in foliage and trunk.

Study of squirrel, rabbit, and duck in clay, brush and ink, or water-color, in different positions and action. Selection of particular pose by child.

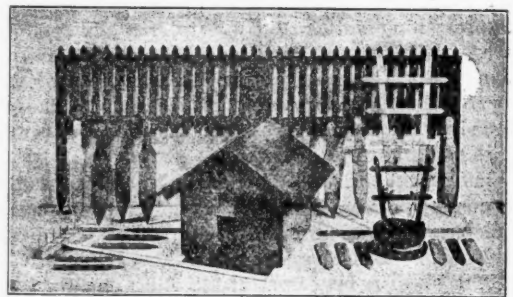
Make seed labels of paper and splints for seeds planted in flower-pots. Small wooden trellis for same. In connection with garden work in the spring:

Make wooden seed labels, digging spears, trellises, and fence.

Study of vegetable farm. Construct typical farm on large sand table, using earth, clay, paper, wood,



Brush and Ink Drawing of Pussy Willow.



Some of the Implements and Fixtures made for the Garden Work.—First and Second Grades

straw, etc. Lay out general arrangement of ground with reference to farm buildings, spring and crop fields. Make barns and other buildings, well, watering trough, haystacks, dove-cot, beehives, carts, harrow, etc. Develop function, form, and arrangement of details from the children.

In connection with study of the weather:

Make wooden vane and paper windmill; weather flags of colored paper; weather charts.



Hiawatha Shooting the Deer.

Make compass card and needle of thick paper, placing the cardinal and semi-cardinal points.

With particular reference to number work:

Make sun dial, first of paper, and then larger one of wood to place in the garden.

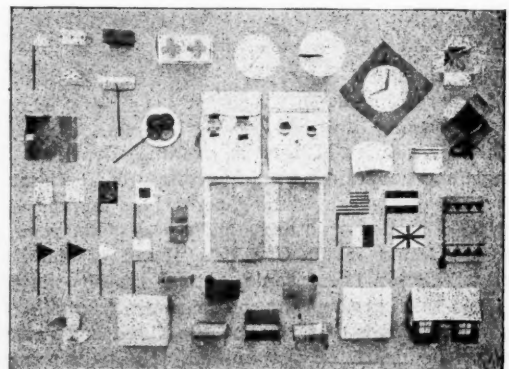
Sand glass of paper cones.

Clock face with hours placed and figured.

Make wooden frame in which to hang ball for pendulum.

II. Language and Reading:

Paint in ink or water-color, child posed as Longfellow's "Village Blacksmith."



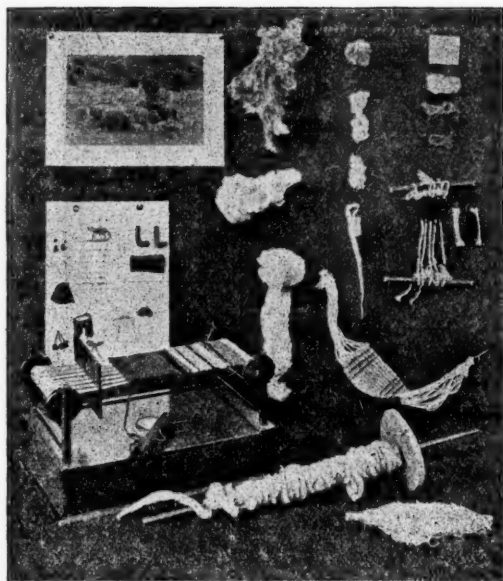
Construction in Paper—First and Second Grades.

Child posed to illustrate Stevenson's "When I Was Down Beside the Sea."

"Hiawatha's Childhood," from Longfellow's "Hiawatha."

Paint dandelion in full flower and later in seed.

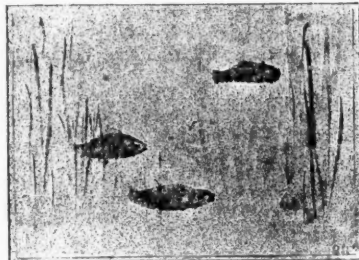
Model or paint child posed to represent Hiawatha shooting the deer.



Study of Wool in Manufacture.

"The Pea Blossom," Hans Andersen.

Paint in water-color, pod and spray of leaves. Paint in ink, boy posed with pea-shooter, and girl with growing pea against window-pane.



From Living Fish in Tank - Water-color

"The Drum," Eugene Field. Have drum brought to school and several children march around room. Afterward paint picture from memory.

"The Humming Top," Eugene Field. Have different children

spin a top, paint from memory.

Make blank books to be used as dictionaries. Decorate cover.

Binders for verse collection.

Make several national flags in connection with Longfellow's "Flag."

III. Study of Primitive Life and Occupations:

Make representation of cave life in loam on sand table.

Make tent of skins with sticks and cloth; thatched hut.

Model in clay simple dishes for cooking food. Dry in the sun and bake.

Make icehouse of Eskimo in clay; sled in wood.

Have class make a number of candles by "dipping" and in moulds.



Boarding the Car.—Brush and Ink.

Model in clay examples of primitive lamps.
Make simple forms of Egyptian pottery and decorate with primitive borders.

Have children invent and draw examples of picture writing on small slabs of clay.

Make mats and baskets of tied and braided strands of raffia.

In connection with study of sheep:

Study of washing, drying, carding, spinning, and dyeing of wool.

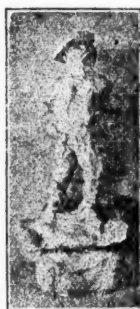
Weave small blanket on primitive loom built by children.

Weave rug on small school loom giving continuous warp.

Printing on calico with blocks made by children.

IV. Present Social Interests:

Paint in water-color or brush and ink, and model in



Illustrative Pose in Clay.



"Seized the bulrush, the Apukwa
Dragged it with its roots and fibers...
From its ooze the giant bulrush."
Water-color.

clay poses of children to represent running, jumping, playing ball and other sports. In action poses, let each child take the pose he wishes to represent.

Make whistle-chain, scissors-guard, horse-lines, and curtain cord by chain stitch and braiding.

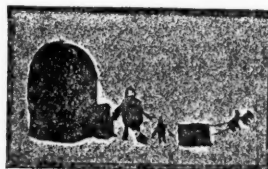
Make napkin-ring and hat of raffia. Have designs chosen or worked out by child.

Sew cardboard covers for needle-book and blotter and decorate with original designs.

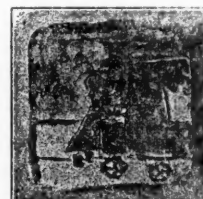
Make book-mark, mat, and pillow of burlap with blanket and cross stitch.

At Christmas, have children select a present to be made, such as a candy-box, scrap-book or bag, basket for studs, etc.

In February make and decorate a valentine, and for May Day make a decorated May basket of thick paper.



Eskimo Life.—Brush and Ink



Boarding the Car.—Grooved Outlines and Water-color on Clay.

V. Picture Study:

In each year of the elementary school a study of



Indian Village.

pictures by old and modern painters bearing upon the particular interests of the grade is made. These pictures are obtained in the very inexpensive form of "half-tone" prints now so numerous. One picture is studied each month. Each child has a print which after the study is mounted on a card. The cards of each pupil are bound together in a book at the end of the year. The name of the picture is not given until the discussion is ended.

SECOND GRADE

Five forty-minute periods thruout the year.

I. Nature Study:

Paint in water-color and brush and ink, twigs of elm, sweet gum, and spruce, sprays of autumn leaves, timothy, sedges, and fall flowers, as in first grade.

Model in clay and paint in water-color fall fruits.

Model and paint cow from cast.

Make churn of bottle and wooden dasher.

Draw or model child posed at churn.

Model chicken and pigeon and paint in water-color from life.

Make chicken-coop, first in paper and splints, and then in wood for housing chickens in garden.

Make pigeon-house to be placed in garden.

Make seed-boxes and envelopes, tools, trellises, etc., in connection with garden work as in first grade, with the addition of rake.

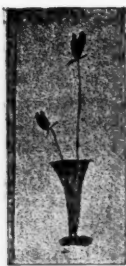
Paint or model poses to represent working in the garden.

In connection with weather study:

Paint in water-color landscapes showing fog, rain, wind, and snow.

Make kites with and without tails.

Make shadow sticks to observe angle of sun.



Flower from Nature — Brush and Ink.

II. Language and Reading:

"The Gold Children," by Grimm.

Paint or model child posed to represent the man with the golden fish.

"The Briar Rose," by Grimm.

Paint and model such poses as the old woman spinning, cook giving the boy a box, Briar Rose with the spindle.

"The Six Swans," by Grimm.

Treat swans decoratively.

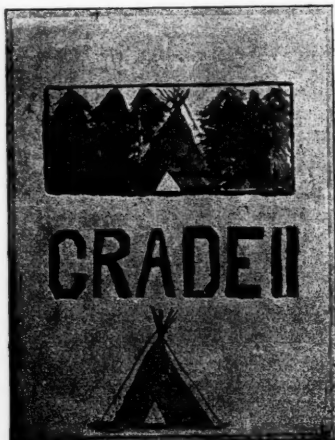
"The Street Lamp," by Hans Andersen.

Picture of lamp in brush and ink.

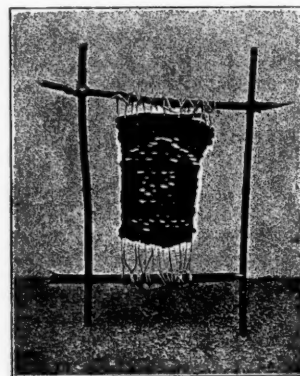
III. Primitive Life and Occupations:

In this grade the study of primitive life and occupations is largely based upon the reading of Longfellow's "Hiawatha" and the planning and making of an Indian village in large sand tray.

Plan arrangement of village with relation to lake, forest, position of wigwams, etc. Make beaver dam



Original Poster for Annual Exhibit.



Indian Blanket Woven for the Village.

and house (beaver studied in nature work).

Make wigwams of twigs and cloth and decorate with simple borders and picture writing.

Make and place camp-fires, fireplaces, and kettles of clay.

Make and decorate canoes of birch bark or stiff paper (oiled paper may be used).

Weave mats of splints and raffia.

Make and set up Indian loom.

Weave blanket with Indian decoration.

Make and set up frame for curing skins.

Make pair of moccasins. Bow and arrow.

Make figures in clay of Indians fishing, hunting, bringing home the deer, building the fire, smoking the pipe of peace, working at the loom. When clay is dry paint in water-color.

Many other things characteristic of Indian life can be developed naturally from the children's thought and



House of Wood and Strawboard, Furniture of Wood and Paper.

experience. (See "Hiawatha," illustrated by Remington.)

Paint in water-color from imagination the camp among the trees, Hiawatha's fight with Mudjekeewis; Hiawatha bringing home Minnehaha blessing the corn fields.

Treat decoratively in water-colors "the sated sea gulls." Also the flight of the birds in autumn.

Make dishes and other examples of Indian pottery in clay. Decorate in water-color.

After the Indian pottery has been made by shaping with the hands, develop the idea of turning clay about center and make simple potter's wheel.

Study of linen and silk similar to that of wool in first grade.

Raw material. Processes of manufacture.

IV. Present Social Interests:

Make small house, open in front, of one or two stories, and furnish and decorate in fashion of actual home. Make frame of wood and cover with strawboard; cover walls and floor with figured paper. Furniture, fittings, picture-frames, etc., of rather stiff colored paper. Table cover, bedspread, curtains, and portieres of thin canvas. Hammock of tied cord.

Make golf stocking on small knitting machine.

For Christmas, articles made of raffia, paper, or cloth, and decorated. Small paper articles may be decorated by repeats of natural forms secured by folding, also by verses and mottoes printed in simple letters based on the square.

A Riddle.

WHO AM I?

My face is as round as yours, little girl,

But I have no eyes to see.

My hands are busy the livelong day,

As busy as they can be.

Sometimes I speak that you may know

How fast the hours and minutes go.

—Miss Mitchell.



A Study Program

Did you ever compare the length of time that is spent by pupils in the preparation of some sort of work with that spent in recitation?

In country schools in the primary grades especially, the ratio is almost 16 to 1! In the most favored of schools it should be of, at least, equal length; for, at his desk the pupil acquires by his individual effort, while at recitation he proves that he acquired something and improves the acquisition.

Since so much valuable time is to be invested in study, it seems strange that so little attention is paid to what might be called a study program. A program showing the order of recitations is considered a matter of course; but one showing just what is to be done at "desk periods" is rarely found. Yet, oh, so much idleness, with its train of evils, would disappear if the teacher knew each morning just what every class was expected to accomplish during study hours. In the advanced grades this is a simple matter; the pupils are to prepare for the coming recitation. But it is quite another thing with primary and intermediate grades. A spelling lesson may consist of ten words, which should be mastered in fifteen minutes; it will be an hour before the class recites; what is to fill the forty-five minutes? The teacher can not assign forty words because there are four times a quarter of an hour! She should have other work of some kind, preferably some hand work to employ the brain and fingers. The study program will help her to do this by leading her to plan for the desk periods as she does for the recitation. The study program may be kept for her own private use so that it may more readily be changed. Suppose that tomorrow a difficult subject is to be presented to one class, and it is imperative that a little more than the usual time be given them. Why not increase the amount of desk-work to be done by the other classes and so keep them employed? Or, if some interesting point in history is to be discussed, perhaps pictures shown, a story told, or a selection read pertaining to it, why not quietly assign less study work so that the other classes may have time to listen! It is undoubtedly true that where there are many grades in one room the younger children could not possibly do the required work, did they not learn so much from the recitations of the older ones.

To make a study program, rule paper as below.

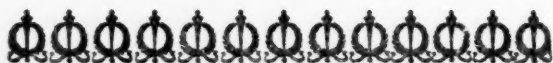
Write the recitation program as usual in the column marked Recitation. In the spaces at the right jot down under each grade just what it is to do at every period when it is not reciting.

Try the study program faithfully for one month and see if you do not call it "blessed!"

Recitation	Study				
	1st Grade	2d Grade	3d Grade	4th Grade	5th Grade

—Exchange.

Living Authors



Andrew Lang

MARY NIVER VAN VLIET.

We do not know why it is that so many Scotchmen can write so much better even of their own land from the view-point of London or of some other country, but the fact remains that of Scotland's many gifted men of letters, the larger number tho loyal to their native land find their best inspiration away from it.

Andrew Lang, tho reckoned among English writers, was born in Scotland in 1844. He was educated at Edinburgh Academy and was afterwards graduated from St. Andrews University. This might seem to have been sufficient to give a strong Scotch flavor to his future work, as his later study at Baliol College, Oxford, where he distinguished himself by his brilliant work, might have added an English flavor. Yet so broad and comprehensive have been his reading and study, that the most prejudiced critics have never accused him either of "Scotticisms," or of English ways of thought. His writings rather indicate French than English training.

Like Robert Louis Stevenson, he was never in robust health, but there is no trace of physical weakness in his writings, which suggest, rather, unlimited vigor of mind and body. The impression one gets from his writings is that he has read everything ancient and modern that ever was written, remembers it all, and can draw on this unlimited fund for anything in the way of criticism or editing that may be required.

The range of his knowledge and understanding is remarkable and tho his style of writing seems to have come of itself, yet we know that all this reading and study is not the work of a lazy man; that such a familiarity with Homer, Herodotus, Theocritus, Virgil, Horace, Dumas, Shakespeare, Thackeray, Scott, Burns, with all their contemporaries and every other writer of note down to the present day, is not acquired without solid, persistent, hard work.

He is one of the writers who do not give their private home life to the world. He is willing to entertain the public, but not with gossip about himself. His own mind being above petty details, he prefers to interest others in something better. In the absence of definite information about him we must form our judgment from what he says of others and what others say of him.

Charles Dudley Warner said of him: "He is not a born poet, a deep thinker, but a polished craftsman, a well-equipped workman. He can do a light thing perfectly and he has the good sense not to try to do more." His ability is best shown perhaps in his scholarly editing and translating. From the Iliad and the Odyssey to fairy tales, with all that lies between, he is equally ready and overflowing. In fact his editing of standard literature has been so extensive that he has been jocosely called the "Editor-in-chief to the British Nation."

Of his fairy tales "The Red Fairy Book" and "The

Blue Fairy Book" are fair examples. While they have a somewhat modern phraseology and interpretation, they are no less fascinating and delightful.

Tho Mr. Lang unquestionably takes first rank as a critic this by no means insures him against criticism of his own work. The sparring back and forth across the Atlantic between himself and William Dean Howells has furnished pastime for many readers. There is no sting in their pleasantries about each other, only the good fellowship of those who necessarily think differently. Mr. Lang looks upon fiction as an art, primarily for amusement. Mr. Howells is a realist, and thinks fiction ought to be a criticism on life—to have a purpose. The question between them, which is really one of the questions of the day among fiction writers, is, Should imaginative literature be a tonic or an opiate? Mr. Lang says: "Neither, but if either, an opiate. It should be a rest for tired people, a bath to purge them from the world's cares." In his Essay on Dumas, he says, "Find forgetfulness of trouble—taste the anodyne of dreams."

Mr. Lang is a lover of the literature of the past and speaks frankly of his dislike of much of the writing of the day, of the problem novel and the modern drama. He says, "With the great songs and tales of long ago in one's ears one must listen somewhat languidly to the hummings of today." This may sound egotistical and unsympathetic, yet he also says, "We critics are only the sandwich men of literature, and our only professional pleasure is to carry sandwich boards for the truly great."

"Style is a good thing," he says. "Get it if you can. Cultivate it if it be a gift of the gods to you, but the cultivation is a task—a thing to be done in the workshop. Don't parade it any more than you would the apparatus of the toilet. Weigh, erase, refine, and then forget all about it and on with your story."

As a critic he has strong likes and dislikes and many writers of the day have come to fear his honest criticisms. But "who shall decide when (critics) disagree?" A recent writer in one of our magazines says that "any man of industry and intelligence who chose to give an hour or two a day for a year or so, could cram to the possibility of such a facility as Mr. Lang's." If this be so it would be well for many a one to enter upon a course of cramming.

Another writer (Brander Matthews) says, "The critic need not be born—he may be made, but the making must begin early, as early as if he were going to be a fiddler." Mr. Lang certainly began early enough to get the three-fold equipment which Mr. Matthews says is necessary, viz.: "information, insight, and sympathy."

When Mr. Lang went up to London from Oxford he began at once to write for the periodicals. These writings were collected later and published in 1872 under the title of "Ballads and Lyrics of Old France." They comprised both translations and original poems. Other books of verse are "Ballads in Blue China," "Ballads and Verses Vain," "Rhymes a la Mode," and "Rhymes Old and New." His poetry reveals culture and taste and is pleasant reading without showing any breadth of originality.

But Mr. Lang would not be the versatile writer that he is if he had not tried his pen at fiction. "The Mark of Cain," "The World's Desire"—written in collaboration with Rider Haggard—and "The Maid of Fife"—a historical tale with Joan of Arc as the central figure—are among his best, but it must be confessed that his strongest talent lies in other directions.

In later years he has made a study of comparative anthropology, and has entered with zest into the controversy regarding evolution.

Perhaps the one book which best shows the style, culture and breadth of Mr. Lang as a writer is his "Letters to Dead Authors." To read it is like being introduced to old friends whom one has once known but almost forgotten. Mr. Lang is still in the prime of life and his pen seems to grow more and more prolific.

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THE JOURNAL AND ITS MISSION.

The reception accorded the initial number of the CATHOLIC SCHOOL JOURNAL quite exceeded our most sanguine hopes. That there was need of a publication to aid Catholic teachers and pastors in the upbuilding of the parochial schools, we had many assurances. But that the field should have been so quick to appreciate and so ready to respond with an abundance of moral and financial encouragement, was indeed a pleasant surprise to us.

However well begun, the work is by no means half done. It is the desire that the JOURNAL shall regularly reach every Catholic school and pastor in America, thereby strengthening the cause of Christian education, by bringing into closer communion all who are engaged in the noble work.

In union of forces and uniformity of methods, lies the future of our Catholic schools. The certainty and importance of this fact becomes more apparent every day; and at the recent conference of Catholic educators in Chicago, it was given much emphasis. It shall be the purpose of THE CATHOLIC SCHOOL JOURNAL to keep this matter constantly before the field and to further its realization in every way possible. In this connection the article of Rev. J. A. Burns, elsewhere in this issue, will be found especially valuable as presenting briefly, some of the defects to be eradicated and conditions to be striven for, in the Catholic educational system.

WHAT CATHOLICS ARE DOING IN EDUCATION.

The opposition of Catholic interests in certain of the states, to extravagant legislation in the name of the public school, has again roused in some quarters, the old Know-Nothing cry that the Church is opposed to education. The claim is, of course, the height of absurdity, and we notice it merely in connection with recently published statistics, showing what the Catholics of the United States are really doing in the matter of education. We quote from a recent article in the New York Sun, on the number of parochial schools in the country and the cost of their maintenance:

According to the figures prepared for 1899 the latest

available, the total number of pupils in these schools in the United States was 853,725. Computed at \$25 per capita the cost of maintaining the parochial system of education would be over \$21,000,000 a year. These figures do not include any statistics of children educated in the numerous orphan asylums under Catholic management. Academies, colleges and other institutions devoted to higher education are also omitted.

These figures, though not up to date, are the cause of surprise even to Catholics, while to the general public, they must come in the nature of a revelation. Some day, when the Catholics of the country see fit to demand, that some part at least, of the taxes which they pay for the education of their children, shall be used for the education of *their* children and not all for other people's children, the real and great devotion of Catholics to the cause of education, will be brought to the realization of the ignorant and bigoted, in a most effective manner. Suggestive of this point The Sun says:

As these schools derive no benefits, either direct or indirect, from the public funds, the Catholic property owners who help to support them really pay a double tax for educational purposes. But they seem to carry the burden cheerfully. Barring an occasional protest in the newspapers at the rigidity with which the national, state and local governments adhere to the principle that no money raised by taxation shall be applied to the support of educational institutions in which religion is taught, the Catholic supporters carry on the work of extending the parochial schools without public agitation and without public comment. For this reason, perhaps, the magnitude of the system is not generally realized.

PERNICIOUS LEGISLATION.

In the Illinois legislature, where the most pernicious of the so-called "educational" bills turned up this spring, attempts were not only made to burden the State with the expense of conveying all children to and from school and supplying them with free text-books, even though the parents were wealthy—but further—effort was made to turn over to a kind of monopoly, all matters relating to education. The character of the supporters of these measures, especially the latter, is evident, and it is well for the public coffers and the cause of education that they are no more powerful than they are.

In point here is a portion of a recent report of British Vice Consul Erskine, relative to the schools of Chicago. He gives much attention to private schools, and his treatment of the Catholic schools is especially interesting as being the estimate of an unprejudiced authority, on some of the educational work that certain influences would handicap or even abolish. He says:

These schools have earned for themselves a name for very thorough teaching in all branches, special care being given to the elementary work, and more careful individual attention being paid to the children and their different characters being carefully considered. Another advantage claimed for them is the separation in school and play of the boys and girls, and in many schools the instruction of the boys by men only.

Taking the expenses for building public schools for 1,000 pupils at £30,000, which is about the average price of schools now being built, not taking into account the cost of the sites, the Board of Education would require an immediate sum of more than £2,000,000 if the church schools are abandoned, and would have to increase their supply of teachers at an annual cost of £300,000 besides the purchase of sites and school furniture.

A LITTLE PROFESSIONAL TALK.

"I never use a text book," said the "up-to-date" teacher not long ago. "My pupils construct their own histories," he added, by way of enforcing his superiority. He would show you these manuscript histories, a mass of bracketed

outlines, chronologies and notes, some neatly and laboriously written, and others a slovenly, jumbled mass of details. An hour's instruction by the teacher filled a class full of hazy information, that ten minutes of study from a good text book would have made clear and definite. The reaction against text books—now happily on the wane—was but a protest against the memory grind of years ago, when pupils learned history and geography by rote and stood up in order, repeating every one a paragraph or two. So far was the reaction carried, that there was no memory training whatever in many public school systems.

Our parochial schools, however, never neglected memory training. In later life the pupil of the Jesuit and other Catholic teaching orders owed much to the memory training of his early days. In committing to memory his catechism he was getting an excellent memory training. It is the power of remembering that makes the student of the Christian school show superiority in higher institutions of learning as compared with the graduate of a public school system filled to repletion with a ten course feast of education.

* * *

The Requisites of a Good School.

A plank with a student on one end and a Matthew Arnold on the other is a college. In this dramatic sentence a lecturer belittles brick and mortar, fine fittings and other adjuncts of the school to exalt the importance of the *teacher*. Given a good teacher and you have a good school. This is true with limitations. Given a good sculptor and you have works of art—if you supply him with good material. I would enumerate the requisites of a good school in this order—good students—good teacher—good appliances and buildings. But first we must have good pupils. When we consider the conditions under which many of our teaching orders are forced to work, it is surprising the results they obtain. The children of the tenement quarters of great cities, surrounded by sin and misery, poorly endowed mentally, physically and morally—the best school facilities in the world can do but little for them, and yet from out this leaven of wretchedness some rise to high station. Put the best teacher in the world into a tenement district school and his results will not equal results of mediocre teaching in a school filled with children coming with a better endowment of brains. We who have much to do with children coming from home conditions unfavorable to right living, should constantly bear this in mind in comparing results. A boy coming to school with generations of brains and culture back of him knows intuitively much that the child of the boor learns only by long effort, and that the child of the degenerate will never know.

* * *

The Danger of Corruption.

One foul minded, evil speaking boy, often the product of generations of utter worthlessness, in a single week will infect a whole class with leprosy of the soul if left alone to work his evil way. Throw him out. Have no more compunction than you would to throw out a rotten apple from a basket of sound ones. It should be known to every boy that the one unpardonable sin and offense in our parochial schools is impurity, that the

monger of corruption will be scotched like a snake. Are parents to think that we will keep such offensive pupils in daily contact with their pure minded children in hopes of reforming them? The salacious boy who delights in foul speaking never reforms. He has inherited a taint of leprosy, and in any case it is better that he suffer a wrong than that we risk the spread of contagion. The teacher has no more solemn obligation than that of shielding her pupils from those who would put in jeopardy the purity of their lives. You can reform a thief, subdue a rowdy, stimulate a sluggard, but when the insidiousness of licentiousness and promptings of lust prevail, the case is too dangerous to risk contamination.

* * *

Corporal Punishment.

In the schools of the Jesuits the teacher never inflicted corporal punishment. If such punishment became necessary there was an officer to inflict it. The relations of pupils and teacher were thus kept as pleasant as possible. Who could ever have the same feeling for one who had deliberately inflicted pain on him? With some natures a life-lasting hate would result. We can learn much from the practice and policy of the Jesuit schools. They were the great teachers of their age, and are to day in their methods of teaching more worthy of study by the professional pedagogues than the Miss Nancy Normal Schools that keep their "progressive methods" so well advertised. The relation of pupil and teacher should ever be one of confidence and high regard.

THE PLACE OF CATECHISM

The sentiment in favor of a change in the methods of teaching catechism in parochial schools, and the placing of the study on an equal footing with other branches in the curriculum, appears to be quite general among the clergy of the country. The article in the April JOURNAL by Father O'Brien, of the Brooklyn schools, treating of the subject, has called forth much approval. Commenting on the matter an exchange says:

Meanwhile, catechetical instruction keeps its old place; and though the children are learning geography, history, etc., in ways that have something agreeable and attractive about them, too often the catechism lessons, the lessons that tell them about the most fascinatingly beautiful thing that is possible for the human mind to study,—the subject of religion,—is a formal repetition of phrases not understood, words learned by rote but very meaningless, a dry, hard task to be escaped from or gotten over with, as quickly as possible.

A Nebraska pastor writes: "It is a shame and disgrace to buy catechisms at two cents a piece; it is an insult to religion."

Every Catholic school and pastor-ate in America should receive The Catholic School Journal regularly. It represents the new movement for unity and uniformity in our Catholic school system, and will be found interesting and valuable for teachers, pastors, and all having at heart the cause of Christian education.

Catholic Teachers' Institutes.

Under this head will be presented each month, letters, outlining the work pursued at the summer institutes of the different orders, the idea being to enable comparison of methods and exchange of good ideas. The first of the series was the Notre Dame institute, at Elm Grove, Wis., reviewed in the April JOURNAL. This month we present

INSTITUTE WORK AT ST. CLARA'S CONVENT.

BY A SISTER OF ST. DOMINIC.

The institutes held by the Sisters of the III Order of St. Dominic at St. Clara's academy, Sinsinawa, Wis., have been conducted largely on the lecture plan with excellent results. For the grade work, Prof. Boute, of Valparaiso, Ind., State Sup't. L. D. Harvey, Madison, Wis., Miss Rose Swart, of the Oshkosh Normal, Miss Phelan, of St. Paul, Minn., and others have lectured on methods and school discipline. In special branches Dr. Maurice F. Egan, of the Catholic University, Washington, D. C., Miss Mary Vaughn, of Chicago, Dr. Thos. E. Shields and Rev. P. Danahy, both of St. Paul, and many others prominent in Catholic educational work have given stimulating and instructive lectures.

After testing the results of these institutes, the Sisters of St. Clara's feel that a great deal can be accomplished by summer sessions, but that more specific work on the part of the teachers in attendance is necessary to meet the needs of their schools. They have given the matter much consideration and feel warranted in adopting the following plan:

General Plan of Dominican Institutes.

The primary teachers, who have the most important part of education under their control, will have special work adapted to their needs, and will be required to demonstrate their methods of conducting class-work. The presence of second grade teachers will be required at the primary grade exercises, sufficient time to enable them to learn what is expected from the children promoted to second grade. Besides this they will have special drill in their own work, which exercises will in turn be shared by third grade teachers, that they may thoroughly understand the work covered by the children before they are promoted. They, too, will have their own special grade work, and this plan will be pursued through the grades to high school work.

The sisters' knowledge of their grade work, gained from these exercises, will be tested by recitation and examination, and as a final precaution, an outline of the work required to be covered in each grade will be prepared and given to the teachers. For the teachers of classes above the eighth grade a very similar plan will be pursued, while lectures for stimulating to greater effort will be continued as heretofore.

By pursuing this plan, in general outline, it is believed that more definite and satisfactory results can be obtained at the institute sessions. Women who give their whole lives to teaching, can by doing

a little such systematic study each year, acquire great proficiency in the work in the course of thirty or forty years. Dominicans have glorious traditions of learned women, as well as learned men, to spur them on to earnest and sustained effort, and St. Clara's teachers have shown themselves in this respect true daughters of St. Dominic.

Mary Queen of May.

[The following will be found very appropriate for Friday afternoon exercises during the month of May. It should be read to the class by the teacher.]

May is pre-eminently the month of flowers. In pagan days it was known as Flora's month. Life and growth, youth and gaiety, and whatever there is of loveliness, or that hath in itself a budding promise, are all associated with May, and at this season are regarded with an especial tenderness and affection. It is the season of growing grass and unfolding leaf and budding flower; of renewed vitality and vigor throughout the whole domain of nature; the season when earth and air teem with throbbing life of plant and animal and tiny insect.

And this season, when the icy hand of winter has relaxed its grasp, and nature thrills beneath the genial touch of spring, and man's pulse beats in harmony with the newness of life that is abroad,—this season of full blossom and rich promise is consecrated to Mary, whom the nations call Blessed. Nature is decked in her newest and brightest, and whatever is newest and brightest and best in nature we lay at the feet of this spotless Virgin and peerless Mother. With reverent hand and loving heart we decorate her altars and proclaim her Queen of May, blessed among women, and fairest of God's creatures.

And who is this rare woman, to whom alone belongs the great prerogative of being at the same time both virgin and mother? What was her manner of life, and by what miraculous intervention came she so sinless into this world of ours?

She is the daughter of a poor, God-serving and God-fearing couple living in Palestine. Under their fostering care she grows up with a happy and contented disposition. By no wonderful note may she be distinguished from her sister, or from other children of her age. When she learns to speak, her words are always appropriate and laden with wisdom; but so much to the point are they that men fail to notice their singular aptness. And so she passes as being gentle and docile and amiable, pleased with her lot, and devoted to her dear parents. The neighbors admire her sweet face, and are at times startled by the depth and brilliancy of her eyes, and think that her mother Anna has been specially blessed with a specially lovely child. They count it a treasure, but they little dream of the value of that treasure. To them it is simply a well-favored child, born and reared like other children; but before God and the ministers of His will, Mary is the rarest and dearest being ever fashioned by the Divine.

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CANISIUS COLLEGE, Buffalo, N. Y.

Catholic Educators Move for Uniformity in the Schools.

ON Wednesday morning, April 10, representatives of nearly every Catholic educational institution of collegiate standing in the United States met in St. James' hall, Chicago, Ill. The gathering was the third annual Conference of the Catholic colleges of America. The president of the association, Rt. Rev. Mgr. Conaty, rector of the Catholic university, Washington, D. C., presided. Forty-two delegates were present, and it was the most representative gathering of the kind ever held. Rev. Francis Cassilly, S.J., of St. Ignatius' college, Chicago, and Rev. J. F. Dolphin, of St. Thomas' college, St. Paul, were appointed secretaries of the meeting.

Mgr. Thomas J. Conaty, in his opening speech before the convention, talked of the Catholic college in the twentieth century. His address was an appeal for devotion to the best college work, loyalty on the part of colleges to the different elements of the educational system, and in particular to the university which holds the headship.

The unification of education under state control has established a mighty machine of secularized instruction, which threatens to destroy all private effort either on the part of individuals or the Church. It is important to meet unification by unification, to so strengthen the Catholic educational system that it may defend itself against all attacks and save the religious instruction of its people from the dangers of non-religious education. Entering into a general view of the situation which presents itself, Mgr. Conaty said that it is important to realize the meaning of the facts which face us, and which our educators must meet. Among these facts must be recognized the state school system, with its rapidly increasing high school and even college development; the tendency to do away with college by uniting high school to the university; the establishment of educational institutions of all sorts endowed by private munificence of non-Catholics and attracting Catholic students because these schools have not the character of state institutions; the tendency of the universities to control the state schools, to dictate the examination of teachers and to demand the university degree or approval as a condition of appointment.

Reference was made to efforts in this direction, as manifested in the schools of some of the large cities. A last fact presented was that of the non-Catholic character of the strictly scientific publications, as also that of many of the aids of public instruction.

Need of System is Urged.

Passing to the question of graduate instruction, for which there is an increasing demand among Catholics, Mgr. Conaty said: "This is another

question to be answered by our colleges, and needs careful investigation, as in our present condition it may vitally affect our college life. There may be two ways of meeting it: the first, by every college or many colleges attempting to do the work; and the other, by one well equipped university competent to do the work with the best," and declared the latter the proper plan. Unification should lead to system, and system should clearly define the part which each should do in the general scheme; thus, the parochial school, preparatory or high school, college or university would work in harmony, the result would be better and a more complete formation would be had according to the ideals of the educational system of the Church.

Rev. J. A. Burns of Holy Cross college, Washington, next discussed the Catholic high schools movement, and showed how their establishment would strengthen colleges.

Rev. Henry J. De Laak of St. Louis' university, read a paper on "The Teaching of Science," and explained the relation the latter should bear to the college curriculum.

Rev. Laurence A. Delurey of Villanova college, Pennsylvania, discussed "The Teaching of History in College." He pointed out many errors in the present method of teaching history, and presented some cures for the evil.

On Thursday morning the conference opened with a well written article on "The Teaching of English in College," by Prof. Edmund J. Ryan, M.A., Mount St. Mary's college, Emmitsburg, Md.

Unfair Legislation.

Rev. James P. Egan, S.J., vice-president of Georgetown university, next read a very exhaustive article on "The Status of Educational Legislation in the United States." The paper brought out much discussion.

In the course of the discussion, serious attacks were made upon the laws enacted relative to education in the United States, and it was charged that such legislation was unfair, partial and prejudicial to the private rights of individuals and religious institutions in the tendency of laws to absolute state control of schools. Several passionate discourses were delivered by delegates pertinent to the alleged injustice, and it was demanded by some that immediate action looking to the prevention of such evils be adopted by the association.

Rev. John F. Dolphin of St. Paul, secretary of the association, declared that radical steps were necessary. "We have been too long apologizing for our existence in this country," he said. "We have been looked upon for years as a sort of foreign contingent, inimical to the interests of the nation, and

we should take steps to dispel this mistaken impression. There are some 12,000,000 of us, and we represent a vital part of the nation, yet we have practically no say in the enactment of legislation pertinent to education. We should adopt some means to let the people know that the subject is of vital interest to us. Our apparent lack of interest in the affairs of the nation, and the general apathy in Catholic ranks is largely responsible for this state of affairs, and I repeat that something must be done."

Monsignor Conaty's Address.

Mgr. Conaty, president of the association, then took up the theme and added strength to what his predecessor had said. "It is a notable fact," he said, "that there is a spirit of opposition to everything that savors of or has to do with Catholicism. We are entirely ignored in all educational legislation and other matters of vital interest to us pertaining thereto. We are not asked into any of the educational conferences, and consequently we have no say in the shaping of legislation.

"We are not here by sufferance. We are American citizens. We have our duties to perform in the matter of education. We, too, have our rights as citizens as well as duties as Christians. It cannot too strongly be urged that we thoroughly acquaint ourselves with all proposed educational legislation and do all in our power to make it advantageous to our institutions."

A lively discussion followed these remarks, and a number of the delegates gave expression to different ideas for solving the problem which to them appeared to mean certain disaster in time. Father M. J. Dowling of Omaha passionately declared that, although it would be undignified for members of the clergy to lobby at the national capital in favor of desired legislation, it was perfectly proper for members of the Catholic laity to take such steps and that they would probably result in partial victory. "There is nothing so uppermost in the feeling that prompts legislation as fear, and where there is no fear the results are certain to be favorable to the personal interests of the legislators," declared Father Dowling vehemently. "We should make ourselves felt by bringing the proper pressure to bear on the legislators if we would attain the desired results. I urge the adoption of some such plan upon the convention here assembled."

Rev. Candidus Eichenlaub, O. S. B., of St. Bede's college, Peru, Ill., held the close attention of the delegates with an instructive treatment of his subject—"The Study of Greek."

Resolutions Adopted.

The following vigorous protest against the encroachments of the state

on private education was made by the convention and put in the form of resolutions:

First. That this Association of Catholic Colleges request its President Rt. Rev. Thomas J. Conaty, respectfully to call the attention of the Bishops of the United States, at their annual meeting to the work of this Conference in regard to our Collegiate conditions, and especially to the importance of the High School movements.

Second. That the tendency of educational legislation forces us to warn our Catholic people of the systematic and well defined effort in certain quarters towards absolute State control in education, thereby threatening and crippling all private educational effort, thus depriving a large class of the citizens of the liberty of maintaining schools in which their religion shall be made an essential element.

Third. That we remind legislators of the rights of conscience guaranteed to us by our American citizenship, and call their attention to the system of schools which our people have maintained at great expense and sacrifice.

Fourth. That we protest against the unfair and unjust discriminations resulting from much of the educational legislation, and we appeal to the fair-mindedness and sense of justice of the American people to protect us from such illiberality.

Fifth. That the Conference of Catholic Colleges convinces us that we are justified in asserting that our College system deserves the generous co-operation of all interested in higher Catholic education; and we pledge ourselves to use every effort to perfect still more our Collegiate conditions.

Sixth. That we call upon all Catholics to recognize the imperative need of a more perfect organization of our educational system, and we assure them that with a fuller development of the Catholic High School we shall have a complete system, with its headship in the University, and thus we shall continue to maintain a high Collegiate standard.

Seventh. That a committee be appointed to prepare a condensed report of this present meeting, to be forwarded to the Catholic press.

Eighth. That previous to next meeting, notifications of the same be sent to the Chicago press.

Ninth. That a committee be appointed to consider carefully the papers read at this meeting, and their practical results; and to report the same at the next meeting of the Conference.

Tenth. That the next meeting be held in Chicago on the first Tuesday after the Fourth of July, in 1902, place of local assembly to be determined by the Executive Committee.

At the election of officers, which followed, Rt. Rev. Mgr. Conaty was unanimously re-elected president of the association; and Rev. John A. Conway, S. J., of Gonzaga college, Washington, was re-elected secretary and treasurer.

The standing committee for the ensuing year is composed as follows: Rev. J. A. Conway, S. J., Washington, D. C.; Rev. W. L. O'Hara, M. A., Emmitsburg, Md.; Rev. Vincent Huber, O. S. B., Peru, Ill.; Rev. James French, C. S. S., Notre Dame, Ind.; Rev. L. A. Delurey, O. S. A., Villanova, Pa.

A NEW AMERICAN SAINT.

Bishop Baraga, the Apostle of the Chippewas, is the latest candidate for canonization among the ecclesiastics of the United States. Already the process of canonizing Bishop Neumann has progressed through its earlier stages Baraga is a fellow-countryman of Neumann's. He came to this country in 1829. He began his ministry by preaching to the non-Catholics of the west. He relates an incident of his preaching in a Protestant church in Ohio in secular clothes, and he adds that "I intended to ask my bishop for permission to let me always travel around in the country to seek such lost souls, and stay with each one until he should be thoroughly instructed, baptized, and strengthened in the faith." But his superiors considered the ministry among the Indians more fruitful. He was sent to the Northern Peninsula of Michigan, and there for many years he lived and labored among the Indians.

"In his incessant journeys as priest or bishop he often suffered untold hardships, and bore miseries of every description, being several times in imminent danger of death. Nor did he flinch at the deadly cold of that climate, often travelling many weary miles on snow shoes, packing on his back his personal baggage and all the articles necessary for the holy sacrifice, sleep-

ing under the open sky or in some wretched Indian wigwam. Meanwhile his abstinence was simply miraculous. He would travel all day, paddling in a canoe from dawn to dark, or sliding painfully along on snowshoes through the trackless forest, and first and last have for his daily nourishment but a little bread and crackers, cheese, and tea. For the last twenty-odd years of his life he never ate flesh meat. As to wine and all alcoholic drinks he was a total abstainer of the strictest kind, practising that virtue rigidly, and preaching and enforcing it among his Indians universally."—*Father Elliott in the Catholic World Magazine for April.*

THE INVISIBLE CHURCH.

Our ideas of the Church should be broad, not narrow, Catholic not sectarian. There is the Church triumphant—in heaven: the Church suffering—in the probationary stage of purgatory, and the Church militant on earth. And the Church militant may be a broader and larger communion than the visible Church. When we believe that outside of the Church there is no salvation, we do not express a despairing judgment as to the eternal future of the millions who are not counted as Catholics. The fervor of Christianity is the warmth of charity, not the warmth of hell fire. How many will be damned, we do not know. It is no pleasure to us to think that any considerable number will.

We gain no access of spiritual life in convincing ourselves of the total depravity of the majority. Without detracting in the least from the duty of seeking the truth and finding it; without any disposition to fall into the indolent moral feeling that a man's life,



ST. PETER'S-ROME.

not his faith determines his salvation, we realize nevertheless that there are many who are living right 'according to their lights' outside of the visible communion of the Catholic Church. They are of "the invisible Church," and what their number may be we cannot judge. We hope it is large. Some members of the visible Church may not be saved: many members of the invisible Church will be. But as all right living is based on right principles, the faith in which men live and die, should ever be made a matter of supreme importance. It will not be an easy matter for even a good man to excuse himself for cherishing a life long error and leading others to maintain it when the truth is so accessible.

School News.

At the end of March, the Dominican Sisters, of Albany, N. Y., took charge of the Catholic Guild of Philadelphia, composed of prominent ladies, whose object is to elevate and sanctify the homes of the poor while relieving actual necessity, and to provide a place where respectable girls from the country seeking city employment may be received. The community of Dominican Sisters give retreats to ladies and young girls, prepares children and converts for the Sacraments, and offer their own lives of penance and prayer for the salvation of sinners, particularly drunkards and blasphemers.

In two or three months, the government contract with our Indian Catholic schools will cease. The government offered to buy the schools, but the Church refused; and when the Catholic Educational Bureau was asked what children, hitherto under the care of the Church, would be left without school provision, it answered that it knew of none; the Church would look after her own.

Madam Elizabeth Van Hess Ten Broeck died recently at the Academy of the Sacred Heart, Eden Hall, Torresdale, Pa. Born in 1815, this venerable lady retained in her eighty-sixth year all of her mental vigor and intellect, strong by nature and cultivated by a life of perpetual study and with reading.

Contracts have been let for the new All Hallows' college in Salt Lake, Utah, which, when completed, will be one of the finest educational buildings in the west. Montana people are greatly interested in this great school, as a large number of Montana boys are pupils of the institution, which reflects so much credit on its head, the Rev. Thomas J. Larkin.

The Golden jubilee of Mt. St. Mary's Seminary, Price Hill, Cincinnati, O., will be celebrated Oct. 22 and 23 of this year. The officers of the Alumni society held a meeting at the seminary recently to make arrangements for the jubilee, and will meet again this month. Pontifical high mass will be celebrated on the first day by Bishop Richter and on the second day by Archbishop Elder.

The miraculous cure from cancer, of Sister Laura, of Nazareth Convent, St. Louis, is still the cause of wonder among

all who have read the detailed reports. It is but another evidence to the believing and thoughtful souls that the age of miracles is not past and that God still works wonders and bestows favors when and where He will.

The French Dominican Fathers, who went to Cuba some months ago from New York, now have a church, a school and a house at Cienfuegos. Their church and school are packed, and the Dominican Sisters at Havana are not able to receive all the children that apply to them.

The funeral of Sister Mary Priscilla, late Superior of Holy Name Academy, Pasadena, Cal., was held from St. Andrews Church in that city on April 22. Bishop Montgomery officiated, assisted by many of the clergy.

Sister Priscilla was a native of Canada. For several years she was a member of the Community and one of the most successful teachers at the Ramona Academy, Shorb. She subsequently was recalled to the Mother House of the Order at Oakland, returning to Southern California about seven months ago to take charge of the Pasadena Academy, where she was at the time of her lamented death.

St. Clara Academy, Sinsinawa, Wis., was honored by the presence of many dignitaries and clergy week before last. Right Rev. Richard Scannel, bishop of Omaha, Right Rev. John J. Hennessy, bishop of Wichita, Kas., and Right Rev. John J. Glennon, bishop of Kansas City, paid a gracious visit to that famous institution of learning. With the bishops, twenty-five priests were entertained. Among them were Revs. Arthur B. Dunn, Eau Claire; Ambrose Murphy, La Crosse; P. R. Schweitzer, Sinsinawa; Very Rev. J. J. O'Rourke, C. S. C., president of college, Watertown; Rev. W. J. Houlehan, C. S. C., Watertown, and priests from Iowa, Illinois, Minnesota and New York.

Rev. James French, vice president of Notre Dame university, has given out the program for commencement exercises. From present indications it looks as if preparations for the next commencement will be made on an elaborate scale. The class of 1901 is the fiftieth graduating class and the university intends to celebrate accordingly. The exercises will cover three days. There will be class plays, boat races, bachelor orations, the awarding of degrees, etc. Invitations have been sent out to all prominent clergymen in America.

A mass composed by Sister Gabrielle, of Nazareth Academy, Kalamazoo, was heard for the first time Easter morning at St. Augustine's church. The work is in B minor for double choir, eight voices, with organ and piano accompaniment, and is a model of harmonic structure in the strictest sense.

The writer's aim seems to have been to give thoroughly original musical setting. It is characterized by dignity and not burdened with endless repetitions and frivolous themes, neither does it consist of dry contrapuntal melodies.

The superior-general of the religious orders in the Philippine Islands, obeying instructions received from the Vatican, have directed numerous Filipino monks to emigrate to Venezuela and Ecuador, where monasteries are being prepared for their reception.

Plans for the new church and school building of the Sacred congregation at Melrose Park, Chicago, Ill., have been accepted by the board of trustees. It will be one of the most unique Catholic edifices in the country. The building will be a two story structure of pressed brick and terra cotta. The basement will be used for a gymnasium, the second floor for the church proper and the third floor will be devoted to the school and home for the sisters.

A new schoolhouse costing \$20,000 will be erected this summer in connection with St. Joseph church, Le Mars, Ia. The late Father Meis, for twenty-five years priest of the parish, in his will left nearly all his money toward this object, which will be carried out according to the directions in his will. A new pastoral residence will also be built.

The Catholic ladies of Emmetsburg, Ia., has succeeded in raising \$235 for St. Mary's Academy library fund, with prospects of increasing the amount considerably.

While enroute to New Orleans from Texas one night about two weeks ago, Sister Mary Francis, of the Sisters of Charity of the Incarnate Word, became suddenly deranged, and jumped from the fast moving train, meeting almost instant death. The dead sister was in poor health and was being taken to a sanitarium for treatment by Mother Augusta of the same order.

The cornerstone of S.S. Peter and Paul's school, Green Bay, Wis., was blessed Sunday, April 28, by Bishop Messmer, in the presence of a large assemblage. The new school will rank as one of the finest in Green Bay.

The alumni of the American college at Rome, who reside in this country, have fixed the date of their meeting in Brooklyn, on May 8.

The Pope in receiving a deputation of French and Belgium journalists recently, made an address in which he deplored the re-awakening of an anti Christian spirit in many countries. He asked all Christian journalists to fight against movements of this kind. His Holiness said he regretted the attitude of many newspapers conspicuous for their intellectual strength, and prayed that they would awaken to their responsibility to God and humanity.

A stepdaughter of Rt. Hon. John Morley, the well known English literateur and member of Parliament, took final vows last week as a Sister of Charity. The ceremony was performed in Dublin in the presence of Archbishop Walsh. Mr. Morley, it is understood, made no objection to the young woman's resolution.

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